RUSSELL COUNTY SCHOOLS

CREDIT RECOVERY/GRADE/NEW CREDIT PROCEDURE MANUAL

Effective 2015, Revised 2016

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Attachment A

Russell County Schools

Credit Recovery

The Russell County Board of Education in accordance with the guidelines of the Alabama Department of Education will offer students an opportunity to make up lost credits through a method called Credit Recovery (CR).

Credit Recovery (CR) is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. Currently Russell County School District has the following Credit Recovery Options in place for students: (1) Weekends, (2) Evenings, and (3) During the summer.

1. **Admission and Removal**
   A. **Overview**
      1. In order for a student to be eligible for Credit Recovery, they must have a semester or yearly average of 40 or above in the course to be recovered. The school administration in conjunction with the counselor will screen student applications for suitability for the program, willingness to participate, and potential for success in the program.
      2. The school will use Credit Recovery for 9th-12th grade students who have failed a subject/course with a grade of 40-59 (F). Our grading scale is as follows:

A	(90 -100)	Excellent	Consistently exceeds grade level requirements
B	(80-89)	Above Average	Consistently produces quality grade level work
C	(70-79)	Average	Satisfactorily meets minimal grade level requirements
D	(60-69)	Below Average	Has difficulty meeting minimal grade level requirements
F	(below 60)	Failing	Fails to meet minimal grade level requirements

   B. **Screening Process**
      1. A student's grade classification will be the first criteria considered. Then the following will be considered:
         a. Transcript/Grade Evaluation/Term of Failure(s)
         b. Attendance
         c. Discipline
         d. Administrative Discretion

   C. **Credit Recovery Operations**
      1. Credit Recovery program operates outside the normal school hours.
      2. Credit Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator.

3. Teachers working with students in the Credit Recovery Program must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program.
4. Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

D. **Application Process**
1. Each student attending Credit Recovery will be required to complete the Credit Recovery Application Packet (Forms #1 - 4). These forms must be approved by the school's principal.
2. Students must have parent/guardian consent to apply. (Parent/Student Agreement for Participation Form #3).

E. **Attendance Policy (Onsite - Outside normal school hours)**
1. Students are expected to be in attendance until credit is recovered. However, students may be allowed an excused absence if accompanied by a doctor's note or administrative approval.

F. **Student Failure or Removal from Credit Recovery**
1. Students may be dismissed from the program at any time due to serious or repeated misbehavior, failure to follow attendance requirements, or failure to make adequate progress towards remediation requirements.
2. Students will have three academic days from the scheduled report date to complete the enrollment process for the Credit Recovery Program.

G. **Instruction**
1. Instruction will be delivered through a computer-based instructional software program (ACCESS and/or A+nywhere Learning System {A+}). The Credit Recovery Program will be facilitated by a certified and highly qualified teacher in the subject areas/courses being recovered.
2. Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.
3. An individual student prescription will be developed from the results of the Credit Recovery Program.
4. The student may complete his or her individual activities on the Credit Recovery software program during or outside the normal school hours, with the director's/principal's permission. This includes home, activities and not the assessment.
5. All Credit Recovery Assessments must be taken at the school in the presence of an approved facilitator.
6. Students will have to complete all objectives outlined by the A+nywhere Learning Systems Pre-Assessment. Students will be required to pass the post-test with 60% mastery for the course to receive credit. In the event the student

has not mastered the post-test requirements, he/she may have the option to repeat the Credit Recovery post-test within the semester at the principal's/administrator's discretion.

7. Students will be released from the Credit Recovery Program upon successful completion of the individual plan developed by the Pre-Test regardless of the number of hours of instruction.

H. **Content and Curriculum**
1. Credit Recovery curriculum shall be based on and aligned with the Alabama Course of Study standards approved by the Alabama State Board of Education.
2. Credit Recovery will be delivered through instructional technology and under the direction of a certified teacher.
3. Students will be recognized as course completers and awarded grade/credit once they have completed the post-test with at least 60% or higher mastery in a particular content area to be recovered.

I. **Grades and Credit**
1. The grade that a student earns in the Credit Recovery Program will replace the failing grade. The grade awarded will not exceed 70%. The initial failing grade will not be taken off of the transcript.
2. Currently, a maximum of ten (10) credits may be earned by a student in a school year which includes subsequent summer-school term. The Credit Recovery grade only will be computed in the Grade Point Average (GPA) and not the initial failing grade.

Criteria for awarding final grade(s) on transcript are as follows:

Grade/Credit Recovery Grading Criteria

Grade/Credit Recovery Grade	Final Grade
100%-90%	70
89%-80%	67
70%-70%	65
69%-60%	60
59% and below	F (Failure)

3. After the student has completed the assigned Credit Recovery course, the *Grade Certification Form* (Form #4) must be signed by the CR teacher, certified by the school principal, and submitted to the counselor.

4. School counselor will file the *Grade Certification Form* (Form #4) in the

student's cumulative record.

5. The school credit recovery teacher will complete a Grade Change Request Form (Form # 5) and submit a Grade Change request to the program administrator and/or principal.
6. All tests will be administered on site by an approved test administrator.

J. National Collegiate Athletic Association (NCAA)
1. NCAA does not recognize Credit Recovery for course credit.

II. Roles and Responsibilities

A. District Coordinator

- A District Coordinator is typically a certified administrator with effective leadership skills, hired by a school district to oversee multiple Credit Recovery sites. This individual works with each school site within a district to ensure that teachers and students are successful in the district Credit Recovery implementation.
- The coordinator must be able to facilitate effectively in one-on-one situations, or converse with large groups of teachers. As with any leadership role, communication is a key factor in the success of a Credit Recovery District Coordinator. This person will interact with students, teachers, building and district administrators, and he/she will provide support. The Credit Recovery District Coordinator works closely with the schools in order to monitor goals, and he/she will measure timelines for the District Credit Recovery Program.
- Has a global view of district program goals to integrate all schools' needs within the overall program
- Understands the goals for each site and ensures effective processes within each school
- Is well-versed in curriculum issues
- Has some budget experience
- Is well-organized and can work on short-term and long-term projects, while maintaining day to day operations
- Has moderate to strong technology skills (should be able to work with a variety of software products required for data collection, newsletters, curriculum documents, websites, etc.)
- Should have an understanding of the district Credit Recovery plan and anticipate budgetary issues for implementation or expansion of the program

B. Principal

- Oversees the design, implementation, and screening process of the CR school-based program
- Provides opportunities for school staff to obtain professional development relative to the Credit Recovery initiative.
- Communicates effectively with staff using a variety of formats; i.e., newsletter, scheduled lab manager meetings, email, etc.
- Approves all CR forms and grade changes
- Has effective knowledge and skills to provide an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement

C. School Counselor
- Shares responsibility for screening scheduling, assessing data, and providing necessary reports to students and parents
- Maintains students' historical profiles and documentation for CR program
- Secures a Student Listing with averages ranging from 40 to 59 for program recommendations.

D. Credit Recovery Teacher/Facilitator:
- Must secure a completed parent/student application packet for participation (GR/CR Forms #1- 3)
- Facilitator must submit all applicable forms/reports to the counselor to become a part of the student's permanent record. See CR Teacher/Facilitator checklist
- Administers the diagnostic test and uses data to determine student's learning path
- Is accountable for appropriate curriculum selection
- Provides opportunities for extension of curriculum
- Provides student orientation for all new students; explains rules and outcomes contained within the student contract
- Monitors student progress
- Provides progress reports to students, teachers and administrators (and/or parents, if requested)
- Works closely with classroom and/or subject area teachers reporting on student progress/grades
- Maintains accurate student records
- Monitors program goals, measures and timelines
- Creates and provides end of year reports to administrations
- Completes & submits CR grade change form

E. Core Teacher

- Is accountable for submitting the Standards Failure Report to the CR Teacher/Facilitator
- May make recommendations to Counselors for CR

F. Student

- Must submit application packet to Counselors (Form #'s 1-3)
- Must meet all program requirements in order to earn the credit

FORMS

Forms Index

Russell County Schools
Credit Recovery Request Form

School Name_____

I am aware that I must successfully meet the requirements to earn credit through the CR Program which cannot exceed a final grade of 70%. This grade will be recorded on my transcript and will replace the failing grade when calculating my GPA. I understand that my original failing grade will remain on my transcript.

I, _____, request consideration for the following credit recovery.
(STUDENT'S NAME)

Recovery Program in the following course:

Course Number	Name of Course	Semester the Course was Taken	Name of Teacher Who Taught the Course

_____

Student's Signature   Date

_____

Parent's Signature   Date

_____

Counselor's Signature   Date

_____

Administrator's Signature   Date

I understand that the initial failing grade will not be removed for any transcript.

_____

Teacher of Course failed Signature

{Attached Documentation}

CR FORM # 2

Russell County Schools
Credit Recovery Program Referral

CREDIT RECOVERY   DATE:____-_____-____

Name_____   Date_____

Name of Course to be Recovered_____

Referring Teacher for Credit Recovery_____ Failing Grade_____

Parental Signature for Approval of Credit Recovery_____

Signature of Student Applicant for Credit Recovery_____

Counselor Verification of Criteria for Participation_____
                                                                                    Signature

Administrator Verification of Parental Approval_____
                                                                                    Signature

Russell County Schools
PARENT/STUDENT
CONTRACTUAL AGREEMENT FOR PARTICIPATION

CREDIT RECOVERY   DATE:_____-_____-_____

Student's Name_____ Grade_____

Please Print

_____Name of Home School

STUDENT

The Credit Recovery Program has been explained to me. I believe it will meet my education needs. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until credit deficits are made up
2. Work toward fulfilling the requirement of a high school diploma
3. Maintain satisfactory attendance, as outlined in the Attendance Policy of the Russell County School Board of Education.
4. Complete the course requirements outlined through Credit Recovery.
5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

I, the student, agree to the program Procedures and Guidelines for Credit Recovery and have read and understand the below listed reason for removal.

_____   _____

Student's Signature   Date

Reasons for Removal
I understand that I/my child will be dropped from the Credit Recovery Program for any of the following reasons:
Failure to show satisfactory progress which will be determined by the Credit Recovery Program teacher
Failure to maintain satisfactory attendance
Deliberate misuse or damage of a computer, software, or other instructional materials
Cheating by copying or gaining access to another student's course work
Failure to follow the Russell County Schools' Code of Conduct
Failure to comply with the Grade/Credit Recovery Program teacher

NOTE: Students who are dismissed from the Credit Recovery Program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the Credit Recovery Program will be determined by the principal.

I, the parent/guardian of the above named student, do hereby give my consent for my child to participate in the Russell County School System Credit Recovery Program. My child and I have read, understand and agree with the Procedures and Guidelines (outlined in The CR Parent Program Guide) and the above listed reasons for removal from the CR Program.

_____   _____   _____

Parent's Signature   Printed Name   Date

I, the school counselor, verify that the above information has been explained to parent and student.

_____   _____

Counselor's Signature   Date

Russell County Schools
Grade Certification Form

Term: 1ˢᵗ Semester/ 2ⁿᵈ Semester Summer (Please circle the appropriate one)

STUDENT DEMOGRAPHICS
Name_____ Grade_____   CR Course_____

CR Teacher_____   School_____

Final Grade_____

NOTE: Please use the CR Grading Criteria below to determine the final grade.
(Check the appropriate option)

Credit Recovery Grading Criteria		
Check the correct box Grade	Credit	Final
	Recovery Grade	
_____	100%-90%	70
_____	89%-80%	67
_____	79%-70%	65
_____	69%-60%	60
_____	59% and below	_____
		_____
		Actual Grade Earned

_____   _____
CR Teacher's Signature   Date

_____   _____
Administrator's Signature   Date

NOTE: Please submit this form to the school counselor after the principal has certified the grade. The Credit Recovery Certification Form is to remain in the student's cumulative record.

Russell County Schools
Grade Change Request
❖ This form must be filed with grade verification sheets

Name of Student_____

Class_____

Term: 1st Semester   2nd Semester

Nine Week Period (circle all that apply)	1	2	3	4
Initial Grade				
Credit Recovery Grade				

This grade will be added to the transcripts understanding that the original failing grade will remain on the transcript.

Teacher's Printed Name_____   Date_____

CR Teacher's Signature_____   Date_____

Russell County Schools
NOTICE OF REMOVAL FROM THE CREDIT RECOVERY PROGRAM

STUDENT: _____ DATE: _____

Prior to entry in the Credit Recovery Program, each student agrees to the conditions listed below. (See CR Form #3 in the student's application packet)

The Credit Recovery Program has been explained to me. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until credit deficit is made up.
2. Work toward fulfilling the requirements of a high school diploma
3. Maintain satisfactory attendance, as outlined in the Attendance Policy of the Russell County Board of Education.
4. Complete the course requirement outlined through Credit Recovery.
5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

REMOVAL PROCEDURES I understand that I can be dropped from the Credit Recovery program for any of the following reasons:	**REMOVAL NOTES** This form maybe used by Administrators, Counselors, and CR Teacher. Please attach all documentation
Failure to show satisfactory progress which will be determined by the Credit Recovery Program teacher	
Failure to maintain satisfactory attendance	
Deliberate misuse or damage of a computer, software, or other instructional materials	
Cheating by copying or gaining access to another student's coursework	
Failure to follow the Russell County Schools' Code of Conduct	
Failure to comply with the Credit Recovery Program teacher	

Use additional sheet if needed for documentation.

Your child, _____has been removed from the Credit Recovery Program based on failure to comply with program requirements. Students who are dismissed from the Credit Recovery Program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the Credit Recovery Program will be determined by the principal.

Student's Signature_____ Date_____

Administrator's Signature_____ Date_____

Effective Date of Removal_____

Standards Failure Report Index

Standards Report

Student Name (Last, First):_____ Final Grade: _____%

Teacher (Last, First):_____ Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Physical Science Core_____

School:_____

	Physical Science Core			
#	Standards	Not Met	Met	N/A
1	Recognize periodic trends of elements, including the number of values electrons, atomic, size, and reactivity			
2	Identify solutions in terms of components solubility, concentration, and conductivity.			
3	Contrast the formation of ionic and covalent bonds based on the transfer or sharing of valence electrons.			
4	Use nomenclature and chemical formulas to write balanced chemical equations.			
5	Describe physical and chemical changes in terms of endothermic and exothermic process.			
6	Identify characteristics of gravitational, electromagnetic, and nuclear forces			
7	Relate velocity, acceleration, and kinetic energy to mass, distance, force, and time.			
8	Relate the law of conservation of energy to transformation of potential energy, kinetic energy, and thermal energy.			
9	Compare methods of energy transfer by mechanical and electromagnetic waves.			
10	Explain the relationship between electricity and magnetism.			
11	Describe the nuclear composition of unstable isotopes and the resulting changes to their nuclear composition.			
12	Identify metric units for mass, distance, time, temperature, velocity, acceleration, density, force, energy, and power.			

(If additional skills or knowledge need to be related, please describe on a separate page and attach)

Were there specific habits or behaviors that contributed to the student's grade?

What was student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

_____   _____

Teacher   Date

Submit this form to the student's counselor when final grades are submitted.

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Biology Core _____

School:_____

#	Biology Core			
	Standards	Not Met	Met	N/A
1	Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.			
2	Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.			
3	Identify reactants and products associated with photosynthesis and cellular respiration and the purpose of these two processes.			
4	Describe similarities and differences of cell organelles, using diagrams and tables.			
5	Identify cells, tissues, organs, organ system, organisms, populations, communities and ecosystems as levels of organization in the biosphere.			
6	Describe the roles of mitotic and meiotic division during reproduction, growth, and repair of cells.			
7	Apply Mendel's Law to determine phenotype and genotypic probabilities of offspring.			
8	Identify the structure and function of DNA, RNA, and protein.			
9	Differentiate between the previous five-kingdom and currents six-kingdom classification systems.			
10	Distinguish between monocots and dicots, angiosperms and gymnosperms and vascular and nonvascular plans.			

11	Classify animals according to type of skeletal structure, methods of fertilization and reproduction, body symmetry, body coverings, and locomotion.			
12	Describe protective adaptions of animals, including mimicry, camouflage, beak type, migration, and hibernation.			
13	Trace the flow of energy as it decrease through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.			
14	Trace biogeochemical cycles through the environment, including water, carbon, oxygen and nitrogen.			
15	Identify biomes based on environmental factors and native organisms.			
16	Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.			

If additional skills or knowledge need to be related, please describe on a separate page and attach)

Were there specific habits or behaviors that contributed to the student's grade?

What was student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

_____   _____
Teacher   Date

Submit this form to the student's counselor when final grades are submitted.

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Chemistry Core_____

School:_____

#	Chemistry Core Standards	Not Met	Met	N/A
1	Differentiate among pure substances, mixtures, elements, and compounds.			
2	Describe the structure of carbon chains, branched chains, and rings.			
3	Use the periodic table to identify periodic trends, including atomic radii, ionization energy, electronegativity, and energy levels.			
4	Describe solubility in terms of energy changes associated with the solution process.			
5	Use the kinetic theory to explain states of matter, please changes, solubility, and chemical reactions.			
6	Solve stoichiometric problems involving relationships among the number of particles, moles,			

#		Not Met	Met	N/A
	and masses of reactants and products in a chemical reaction.			
7	Explain the behavior of ideal gases in terms of pressure, volume, temperature, and number of particles using Charles's law, Boyle's law, Gary-Lussac's law, the combined gas law, and the ideal gas law.			
8	Distinguish among endothermic and exothermic physical and chemical changes.			
9	Distinguish between chemical and nuclear reactions.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Physics Core_____

School:_____

	Physics Core			
#	Standards	Not Met	Met	N/A
1	Explain linear, uniform circular, and projectile motions using one-and two-dimensional vectors.			
2	Define the law of conservation of momentum.			
3	Explain planetary motion and navigation in space in terms of Kepler's and Newton's laws			
4	Describe quantitative relationship for velocity, acceleration, force, work, power, potential energy, and kinetic energy.			
5	Explain the concept of entropy as it relates to heating and cooling, using the laws of			

		Not Met	Met	N/A
	thermodynamics.			
6	Describe wave behavior in terms of reflection, refraction, diffraction, constructive and destructive wave interference, and the Doppler effect.			
7	Describe properties of refection, refraction, and diffraction.			
8	Summarize similarities in the calculation of electrical, magnetic, and gravitational forces between objects.			
9	Describe quantitative relationships among charge, current, electrical potential energy, potential difference, resistance, and electrical power for simple series, parallel, or combination direct current (DC) circuits.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 9ᵗʰ Grade World History_____
School:_____

#	9ᵗʰ Grade World History			
	Standards	Not Met	Met	N/A
	1500 to the Present			
1	Describe development in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.			
2	Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.			
3	Explain causes of the Reformation and its impact, including			

#		Not Met	Met	N/A
	tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and ward of religion.			
4	Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of people and ideas.			
5	Describe the rise of absolutism and constitutionalism and their impact on European nations			
6	Identify significant ideas and achievements of scientist and philosophers of the Scientific Revolution and the age of Enlightenment.			
7	Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism			
8	Compare revolutions in Latin American and the Caribbean, including Haiti, Colombia, Venezuela,, Argentina, Chile, and Mexico			
9	Describe the impact of technological inventions, conditions of labor, and the economics theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe			
10	Describe the influence of urbanization during the nineteenth century on the Western World			
11	Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East, Asia, economics roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.			
12	Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.			

#	Standards Con't	Not Met	Met	N/A
13	Explain challenges of the post- World War II			
14	Describe causes and consequences of World War II			
15	Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin American, including the end of colonial empires.			

16	Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.			
17	Describe emerging democracies from the late twentieth century to the present.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 10ᵗʰ Grade United States History_____

School:_____

	10ᵗʰ Grade United State History			
#	Standards	Not Met	Met	N/A
	United States History to 1877			
1	Contrast effects of economics, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonist, and indigenous Americans.			
2	Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.			
3	Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerance Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence			
4	Describe the political system of the United States based on the Constitution and the Bill of Rights			
5	Identify key cases that helped shape the United States Supreme Court, including Marbury verses Madison, McCullough verses Maryland, and Cherokee Nation versus Georgia.			
6	Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.			
7	Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fennimore Cooper, Henry David Thoreau, and Edgar Allan Poe.			
8	Trace the development of efforts to abolish slavery prior to the Civil War.			
9	Summarize major legislation and court decisions form 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision			
10	Describe how the course, character, and effects of the Civil War influenced the United States.			
11	Contrast congressional and presidential reconstruction plans, including African-American political participation.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 11th Grade United States History_____   School:_____

	11th Grade United States History			
#		Not Met	Met	N/A
1	Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.			
2	Describe social and political origins, accomplishments, and limitations of Progressivism.			
3	Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, and the foreign policy of the United States between Reconstruction and World War I.			
4	Describe the causes and impact of the intervention by the United States in World War I.			
5	Describe the impact of social changes and the influence of key figures in the United States from World War 1 through the 1920's, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, and immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W.C. Handy, the Jazz Age, and Zelda Fitzgerald.			
6	Describe social and economic conditions from the 1920's through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.			
7	Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.			
8	Describe the international role of the United Stated from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.			
9	Describe major domestic events and issues of the Kennedy and Johnson Administrations.			
10	Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and Cuban Missile Crisis.			

11	Trace the course of the involvement of the United States in Vietnam form the 1950s to 1975.			
12	Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Ride.			
13	Describe the Women's Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.			
14	Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 12th Grade Economics_____
School:_____

12th Grade Economics			
Standards	Not Met	Met	N/A
Economics			
1	Explain the role of scarcity in answering the basic economics questions of what, how, how much, and for whom to produce.			
2	Compare the development and characteristics of the world's traditional, command, and market economics.			
3	Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality			
4	Explain the impact of the labor market on the market economy of the United States.			
5	Explain the competitive nature of the market system.			
6	Explain costs and benefits of government intervention in the economy of the United States.			
7	Explain the entry by the United States in to World War II and major military campaign in the European and Pacific Theaters.			
8	Describe the effect of fluctuations in national			

#	Standards	Not Met	Met	N/A
	output and its relationship to the causes and costs of unemployment and inflation.			
9	Describe economic stabilization policies of the United states.			
10	Explain the role of money and the structure of the banking system of the United States.			
11	Explain the past and present impact of the federal reserve bank on the economy of the United States.			
12	Explain basic elements of international trade.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 12th Grade US Government_____
School:_____

12th Grade United States Government				
#	Standards	Not Met	Met	N/A
1	Identify origins and functions of government			
2	Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.			
3	Explain how the federal system of the United States divides powers between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.			
4	Describe specific functions, organization, and purposes of state and local government.			
5	Trace the expansion of suffrage and its effect on the			

		Not Met	Met	N/A
	political system of the United States.			
6	Describe the development and functions of special interest groups.			
7	Trace the development and impact of the media on the political process and public opinion in the United States.			
8	Identify roles political parties play in the functioning of the political system of the United States.			
9	Identify constitutional provisions of the legislative branch of the government of the United States.			
10	Identify constitutional provisions of the executive branch of the government of the United States.			
11	Identify constitutional provisions of the judicial branch of the government of the United States.			
12	Contrast rights and responsibilities of citizens in a representative democracy.			
13	Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 9th   Grade English Language Arts_____
School:_____

9th Grade English Language Arts				
#	Standards	Not Met	Met	N/A
	Reading			
1	Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.			
2	Compare the use of language and literary elements and devices, including rhythm , rhyme scheme, time, and plot, in various selections, cultures, and genres			
3	Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.			
	Literature			

			Not Met	Met	N/A
4	Identify literary components that contribute to authors' styles.				
5	Identify persuasive strategies, including propaganda, in world literature selections.				
6	Determine word meaning in world literature selections using word analysis and context clues.				
	Writing and Language				
7	Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.				
8	Critique paragraphs for logical progression of sentence.				
9	Identify factors that influence the development of language.				
10	Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for divided quotations.				
11	Identify correct use of parallel words, incorrect verb tense shifts within sentences, correct number and tense in verb forms, including regular and irregular verbs, and correct forms of compound nouns, including singular, plural and possessive forms.				
12	Apply the correct use of subject-verb forms depend on the rest of the sentence, with compound subjects, including those joined by or with the second element as singular or plural, and with the subjunctive mood.				

		Standards Con't	Not Met	Met	N/A
		Research and Inquiry			
13		Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.			
14		Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.			
		Oral and Communication			
15		Identify persuasive strategies in oral and visual presentation.			
16		Evaluate a speech for use of presentation skills, including use of visual aids.			
17		Use supporting details to present a position and to respond to an argument.			

Standards Reports

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 10th Grade English Language Arts_____

School:_____

	10th Grade English Language Arts			
#	Standards	Not Met	Met	N/A

	Reading			
1	Apply both literal and inferential comprehension strategies, including drawing conclusion and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry novels, and essays and other nonfiction text.			
2	Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.			
3	Read with literal and inferential comprehension a variety of informational and functional			
	Literature			
4	Recognize fallacious or illogical thought in essays, editorials, and other informational texts.			
5	Compare literary components of carious pre-twentieth century American authors' styles.			
6	Determine word meaning in pre-twentieth century American literature using word structure and context clues.			
	Writing and Language			
7	Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.			
8	Write in a variety of genres for various audiences an occasions, both formal and informal, using an attention-getting opening and an effective conclusion.			
9	Apply principles of Standard English by adjusting vocabulary and style for the occasion			
10	Justify a thesis statement with supporting details from American literature prior to the twentieth century.			
11	Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.			
12	Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender, and nominative objective, and possessive pronoun cases.			

#	Standards Con't	Not Met	Met	N/A
13	Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form			

	and singular in meaning, intervening prepositional and appositive phrases; and correlative conjunctions,			
14	Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.			
	Research and inquiry			
15	Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.			
16	Explain the purpose and benefits of using predicting, summarizing, underlining, outlining note taking, and reviewing as part of personal study skills.			
	Oral and Visual Communication			
17	Critique oral and visual presentations for fallacies in logic.			

Standards Report

Student Name (Last, First):_____ Final Grade:_____%

Teacher (Last, First):_____ Term (Circle) 1st sem/ 2nd sem

Subject: 11th Grade English Language Arts_____ School:_____

#	**11th Grade English Language Arts** Standards	Not Met	Met	N/A
	Reading			
1	Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly form 1900 to the present			
2	Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.			
3	Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strength and weaknesses of argument, and identifying directions implied or embedded in a passage			
	Literature			
4	Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda			
5	Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.			
6	Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.			
	Writing and Language			
7	Compare writing styles of two or more American authors or public figures.			
8	Write the texts for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone			
9	Analyze writing for parallelism in literary selections and student writing			
#	Standards	Not Met	Met	N/A
10	Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns a subject when the verb form depends on the rest of the sentences, and subjects in sentences wit correlative conjunction or in inverted order.			

11	Differentiate between the use of active and passive voice.			
	Research and Inquiry			
12	Use the research process to manage, document, organize, and present information to support thesis on a literary topic.			
13	Compare the use of oral presentation skills of self and others			
14	Identify propaganda in non-print media.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 12ᵗʰ Grade English Language Arts _____
School:_____

COS	12ᵗʰ Grade English Language Arts			
#	COS Standards	Not Met	Met	N/A
	Reading			
1	Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly. British short stories, drama, poetry, essays, and other nonfiction literature.			
2	Read with comprehension a variety of informational and functional reading materials, including comparing had and persuasive techniques in passages.			
	Literature			
3	Analyze British literature for style, audience appeal, cultural significance and plus structure.			
4	Determine word meaning in British literature using word structure and context clues.			
5	Compare writing styles of two or more British authors			
	Writing and Language			
6	Write for a variety of purpose, including critical essays on literary topics college application essays, resume cover letters and resume'			
7	Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clause and nominative absolutes.			
8	Revise drafts to increase sentence completely.			
	Research and Inquiry			

9	Use the research process to manage, document, organize and present information to support a thesis or a teacher-approved topic of student interest.			
	Oral and Visual Communication			
10	Critique visual communication for effectiveness.			
11	Evaluate oral presentation skills of self and others for effectiveness.			
12	Analyze non-print media for use of propaganda			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Algebra I_____
School:_____

	Algebra I			
#	Standards	Not Met	Met	N/A
1	Simplify numerical expresses using properties of real numbers and order of operations, including those involving square roots, radical form, or decimal approximations.			
2	Analyze linear functions form their equations, slopes, and intercepts.			
3	Determine characteristics of relation, including its domain, range, and whether it is a function, when given graphs, tables of values, mappings, or sets of ordered pairs.			
4	Represent graphically common relations, including = constant, y=constant y=x,y=z,y-x2 , and y={x}			
5	Perform operations of addition, subtraction, and multiplication on polynomial expressions.			
6	Factor binomials, trinomials, and other polynomials using GCF, difference of squares, perfect square trinomials and grouping.			
7	Solve multistep equations ad inequalities including linear, radical, absolute value and literal equations,			

8	Solve systems of linear equations and inequalities in two variable graphically or algebraically.			
9	Solve quadratic equations using the zero product property.			
10	Calculate length, midpoint, and slope of a line segment when given coordinate of its endpoints on the Cartesian plane.			
11	Solve problems algebraically that involve area and perimeter of a polygon, area and circumference of a circle, and volume and surfaces area of tight circular cylinders or right rectangle prisms.			
12	Compare various methods of data reporting, including scatterplots, stem-and-leaf plots, histograms, box-and-whisker plots, and line graphs, to make inferences or predictions.			
13	Identify characteristics of a data set, including measurements or categorical and univariate or bivariate.			
14	Use a scatterplot and its line of best fit or a specific line graph to determine the relationship existing between two sets of data, including positive, negative, or no relationship.			
15	Estimate probabilities given data in lists or graphs.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Algebra II with Trigonometry_____
School:_____

Algebra II w/Trigonometry				
	Standards	Not Met	Met	N/A
1	Determine the relationships among the subsets of complex numbers.			
2	Simplify expressions involving complex numbers, using order of operations and including conjugate and absolute value.			
3	Analyze families of functions, including shifts, reflections, and =k/x (inverse variation), y=kx (direct variation-y={x} {greatest integer), y=x2 (quadratic), y=ax (exponents=log @x			

	(logarithmic)			
4	Determine approximate real zeros of functions graphically and numerical and exact real zeros of polynomial functions.			
5	Identify the characteristics of quadratic functions from their roots, graphs, or equations.			
6	Perform operations on functions, including addition, subtraction, multiplication, division, and composition.			
7	Solve equations, inequalities and applied problems involving absolute values, radicals, and quadratics over the complex numbers, as well as simple trigonometric, exponential, and logarithmic functions.			
8	Solve systems of linear equations or inequalities in two or three variables using algebraic techniques, including those involving matrices.			
9	Graph trigonometric functions of the form y=a sin (bx), y=a cos (bx), and y=a tan (bx)			
10	Solve general triangles, mathematical problems, and real world applications using the Law of Sines and the Law of Cosines.			
11	Define the six trigonometric functions using ratios of the sides of a right triangle, coordinates on the unit circle, and the reciprocal of other functions.			
12	Verify simple trigonometric identities using Pythagorean and/or reciprocal identities.			
13	Use different forms of representation to compare characteristics of data gathered from two populations.			
14	Determine an equation of linear regression from a set of data.			
15	Calculate probabilities of events using the laws of probability.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: <u>Algebra III with Statistics</u>

School:<u>_____</u>

#	Algebra III w/ Statistics			
	Standards	Not Met	Met	N/A
1	Utilize matrices to solve problems manually or with technological tools.			
2	Solve problems involving maximum or minimum values of functions by using linear programming procedures.			
3	Graph comic sections, centered at and rotated about the origin, given the equations.			
4	Graph polynomial functions.			
5	Solve systems of linear and quadratic equations and inequalities.			
6	Approximate solutions of trigonometric and exponential equations from tables and graphs.			
7	Expand powers of binomials using the Binomial Theorem.			
8	Plot points in a polar coordinate system given their coordinated in polar form, a table of values, or an equation.			
9	Compare summary statistics for sets of data represented in a graph, a stem-and-leaf chart, a box-and-whisker graph, a histogram, a linear or quadratic equations of best fit of a scatterplot, and a frequency distribution.			
10	Calculate descriptive statistic of univariate data, including measures of central tendency, measures of dispersion, and measures of positions.			
11	Interpret relationships of bivariate data using linear or quadratic regression and linear correlation.			
12	Test a hypothesis for a study that involves one or two populations, generating the appropriate descriptive statistics.			
13	Calculate probabilities of mutually exclusive, independent, and dependent, events using permutations, combinations, and laws of probability.			
14	Determine the probability of an event using a frequency distribution curve.			
15	Analyze the data from a student-designed study to create a distribution curve and to determine the resulting confidence interval.			
16	Analyze differences among experimental, simulation, and theoretical probability techniques, including the advantages and disadvantages of each.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Algebraic Connections_____

School:_____

#	Algebraic Connections Standards	Not Met	Met	N/A
1	Use algebraic and geometric techniques to make financial and economic decisions, including those involving banking and investments, insurance, personal budgets, credit purchases, recreation, and deceptive and fraudulent pricing and advertising.			
2	Solve problems using direct, inverse, and joint variation.			
3	Use formulas or equations of functions to calculate outcomes of exponential growth or decay.			
4	Determine maximum and minimum values of a function using linear programming procedures.			
5	Approximate rates of change of nonlinear relationship from graphical and numerical data.			
6	Use the extreme value of a given quadratic function to solve applied problems.			
7	Make predictions based upon tables or graphs from societal contexts.			
8	Determine missing information in an application-based situation by using the properties of right triangles, including trigonometric ratios.			
9	Analyze the aesthetics of real0life situation using line symmetry, rotational symmetry, or the golden ratio.			
10	Use the length and sector area to solve applied problems.			
11	Critiques the appropriateness of measurements of			

	terms of precision, accuracy, and approximate error.			
12	Use ratios of perimeters, areas, and volumes of similar figures to solve applied problems.			
13	Model a set of data by estimating the equation of a curve of best fit from table of values or scatterplots.			
14	Estimate probabilities given a frequency distribution.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Geometry_____

School:_____

	Geometry			
#	Standards	Not Met	Met	N/A
1	Determine the equation of a line parallel or perpendicular to a second line through a given point.			
2	Justify theorems related to pairs of angles, including angels formed by parallel and perpendicular lines, vertical angles, adjacent angles, complementary angles, and supplementary angles.			
3	Verify the relationship among different classes of polygons by using their properties.			
4	Determine the measure of interior and exterior angles associated with polygons.			
5	Solve real-life and mathematical problems using properties and theorems related to circles, quadrilaterals and other geometric shapes.			
6	Apply the Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean triples when applicable.			
7	Use the ratios of the sides of special right triangles to find lengths of missing sides.			
8	Deduce relationships between two triangles, including proving congruence or similarity of the triangles from given information, using them to solve and to establish other			

#		Not Met	Met	N/A
	relationships.			
9	Use inductive reasoning to make conjectures and deductive reasoning to justify conclusions.			
10	Find the missing measures of sides and angles in right triangles by applying the right triangle definitions of sine, cosine, and tangent.			
11	Determine the areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinated of vertices or other characteristics.			
12	Apply distance, midpoint, and slope formulas to solve problems and to confirm properties of polygons.			
13	Identify the coordinates of the vertices of the image of a given polygon that is translated, rotated, reflected or dilated.			
14	Classify polyhedrons according to their properties, including the number of faces.			

#	Standards Con't	Not Met	Met	N/A
15	Calculate measures of areas and sectors of a circle from given information			
16	Calculate surface areas and volumes of solid figures, including spheres, cones, and pyramids.			
17	Analyze sets of data from geometric contexts to determine what, if any relationships exist.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Precalculus_____

School:_____

#	Precalculus Standards	Not Met	Met	N/A
1	Perform the vector operations of additions, scalar multiplication, and absolute value.			
2	Define e using limit forms of			
3	Graph comic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate comics, from second-degree equations.			
4	Analyze the graphs of rational, logarithmic, exponential, trigonometric, and piecewise-defined functions by determining the domain and range,			

	identifying any vertical, horizontal, or oblique asymptotes, and classifying the functions as increasing or decreasing, continuous or discontinuous, and noting the type of discontinuity if one exists.			
5	Analyze the effects of parameter changes on the graphs of trigonometric, logarithmic, and exponential functions.			
6	Apply the laws of logarithms to simplify expressions and to solve equations using common logarithms, natural logarithms, and logarithms with other bases.			
7	Solve trigonometric equations and inequalities using sum, difference, and half-and double-angle identities.			
8	Use parametric equations to represent real life and mathematical situations.			
9	Solve applied problems involving sequences with recurrence relations.			
10	Find limits of functions at specific values and at infinity numerically, algebraically, and graphically.			
11	Convert coordinates, equations, and complex numbers I Cartesian form to polar form and from polar form to Cartesian form.			
12	Determine the equation of a curve of best fit from a set of data by using exponential, quadratic, or logarithmic functions.			

Attachment

B

Russell County Schools

Grade Recovery Procedures

The Russell County Board of Education in accordance with the guidelines of the Alabama Department of Education will offer students an opportunity to make up a lost year/grade because of retention through a method called Grade Recovery or earn a credit for a class that was failed with a score below 40.

Grade Recovery (GR) is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to earn a promotion or a credit.

NOTE: Currently Russell County School District has the following Recovery Options in place for students: (1) Evening and (2) Summer School

A. Admission and Removal
1. Overview
1. In order for a student to be eligible for Grade Recovery, they must have failed a minimum of two core courses with a score of 59 or below for middle school students or have failed a course with a score below 40 for high school students. The school administration in conjunction with the counselor will screen student applications for suitability for the program, willingness to participate, and potential for success in the program.
2. The school will use Grade Recovery for 7th-8th grade students who have failed a minimum of two core subject/course with a score of 59 or below (F).
3. Students in grade 7 who are overage for their grade level and/or have been retained at least once may be placed no higher than grade 9 providing the student has mastered grade 8 content via A+ or another method approved by the school board. In order to participate in this segment of the program, the principal must offer an Advancement Program. An Advancement Program is defined as a program that will allow students to move from one grade to the next per semester via satisfactory completion of the entire curriculums and students must earn passing grades as outlined by the Russell County Student Handbook.
B. Screening Process
1. A student's grade classification will be the first criteria considered. Then the following will be considered.
      a. Transcript/Grade Evaluation
      b. Attendance
      c. Discipline
      d. Administrative Discretion
      e. Grade Operations

2. Grade Recovery program operates outside the normal school hours.
3. Grade Recovery programs operating during the summer term or outside the normal school hours must be supervised by an administrator.
4. Grade Recovery Program /Advancement Program will operate during the normal school day.
5. Teachers working with students in Grade Recovery programs must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program.
6. Grade Recovery program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

C. Application Process
1. Each student attending Grade Recovery will be required to complete the Grade Recovery Application Packet (Forms #1 - 4). These forms must be approved by the school's principal.
2. Students must have parent/guardian consent to apply. (Parent/Student Agreement for Participation Form #3).

D. Attendance Policy (Onsite - Outside normal school hours)
1. Students are expected to be in attendance until credit is recovered. However, students may be allowed an excused absence if accompanied by a doctor's note or administrative approval.

E. Student Failure or Removal from Grade Recovery
1. Students may be dismissed from the program at any time due to serious or repeated misbehavior, failure to follow attendance requirements, or failure to make adequate progress towards remediation requirements.
2. Students will have three academic days from the scheduled report date to complete the enrollment process for the Grade Recovery Program.

F. Instruction
1. Instruction will be delivered through a computer-based instructional software program. The Grade/Credit Recovery Program will be supervised and managed by a certified and highly qualified teacher in the subject areas/courses being recovered.
2. Grade/Credit Recovery teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.
3. An individual student prescription will be developed from the results of the Grade/Credit Recovery Program.
4. The student may complete his or her individual activities on the Grade/Credit Recovery software program during or outside the normal school hours. (e.g., home, activities and not the assessment)
5. All Grade/Credit Recovery Assessments must be taken at the school.
6. Students will have to complete all objectives outlined by the A+nywhere

Learning System Pre Assessment. Students will be required to pass the post-test with 60% mastery for the course to receive credit. In the event the student has not mastered the post-test requirements, he/she may have the option: to repeat the Grade Recovery post-test with in the semester at the principal's/administrator's discretion.

7. Students will be released from the Grade Recovery Program upon successful completion of individual plan developed by the Pre-Test regardless of the number of hours of instruction.

G. Content and Curriculum

1. Grade Recovery curriculum shall be based on and aligned with the Alabama Course of Study standards and objectives.
2. Grade Recovery will be delivered through instructional technology and under the direction of a highly qualified teacher.
3. Students will be recognized as course completers and awarded grade/credit once they have completed the post-test with at least 60% mastery in a particular content area.

H. Grades

1. The grade that a student earns in the Grade Recovery Program will replace the failing grade. The grade awarded will not exceed 70%. The initial failing grade will not be taken off of the transcript. For classes never taken, the student class assignments will determine his/her final grade.

Criteria for awarding final grade(s) on transcript are as follows:

Grade/Credit Recovery Grading Criteria	
Grade Recovery Grade	Final Grade
100%-90%	70
89%-80%	67
70%-70%	65
69%-60%	60
59% and below	F (Failure)

2. After the student has completed the assigned Grade Recovery course, the *Grade Certification Form* (Form #4) must be signed by the GR teacher, certified by the school principal, and submitted to the counselor.

3. School counselor will file the *Grade Certification Form* (Form #4) in the student's cumulative record.

4. The school credit recovery teacher will complete a Grade Change Request Form (Form # 5) and submit a Grade change request to the database manager.
5. All tests will be administered on site by an approved test administrator.
6. Teachers have the discretion to add additional standards to the curriculum as deemed necessary with the principal's/administrator's permission.

I. **Roles and Responsibilities**
1. **District Coordinator**
   - A Grade Recovery District Coordinator is typically a certified administrator with effective leadership skills, hired by a school district to oversee multiple Grade Recovery sites. This individual works with each school site within a district to ensure that teachers and students are successful in the district Grade Recovery implementation.
   - The coordinator must be able to facilitate effectively in one-on-one situations, or converse with large groups of teachers. As with any leadership role, communication is a key factor in the success of a Grade Recovery District Coordinator. This person will interact with students, teachers, building and district administrators, and he/she will provide support. The Grade Recovery District Coordinator works closely with the schools in order to monitor goals, and he/she will measure timelines for the District Grade Recovery Program.
   - Has a global view of district program goals to integrate all schools' needs within the overall program
   - Understands the goals for each site and ensures effective processes within each school
   - Is well-versed in curriculum issues
   - Has some budget experience
   - Is well-organized and can work on short-term and long-term projects, while maintaining day to day operations
   - Has moderate to strong technology skills (should be able to work with a variety of software products required for data collection, newsletters, curriculum documents, websites, etc.)
   - Should have an understanding of the district Grade Recovery plan and anticipate budgetary issues for implementation or expansion of the program

2. **Principal**
   - Oversees the design, implementation, and screening process of the GR school-based program
   - Provides opportunities for school staff to obtain professional development relative to the Grade Recovery initiative.
   - Communicates effectively with staff using a variety of formats; i.e., newsletter, scheduled lab manager meetings, email, etc.
   - Approve all GR forms and grade changes
   - Has effective knowledge and skills to provide an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement

3. **School Counselor**
   - Shares responsibility for screening scheduling, assessing data, and providing necessary reports to students and parents
   - Maintains students' historical profiles and documentation for GR program
   - Secures a Student Listing with averages ranging from 40 to 59 for program recommendations.

4. **GR Teacher/Facilitator:**
   - Must secure a completed parent/student application packet for participation (GR Forms #1-3)
   - Facilitator must submit all applicable forms/reports to the counselor to become a part of the student's permanent record. See GR Teacher /Facilitator checklist
   - Administers the diagnostic test and uses data to determine student's learning path
   - Is accountable for appropriate curriculum selection
   - Provides opportunities for extension of curriculum
   - Provides student orientation for all new students; explains rules and outcomes contained within the student contract
   - Monitors student progress
   - Provides progress reports to students, teachers and administrators (and/or parents, if requested)
   - Works closely with classroom and/or subject area teachers reporting on student progress/grades
   - Maintains accurate student records
   - Monitors program goals, measures and timelines
   - Creates and provides end of year reports to administrations
   - Completes & submits GR grade change form

5. **Core Teacher**
   - Is accountable for submitting the Standards Failure Report to the GR Teacher/Facilitator
   - May make recommendations to Counselors for GR
   - May add additional standards/requirements to the curriculum

6. **Student**
   - Must submit application packet to Counselors (Form #'s 1-3)
   - Must meet all program requirements

FORMS

Forms Index

Russell County Schools
Grade Recovery Request Form

School Name_____

I am aware that I must successfully meet the requirements to earn credit through the GR Program which cannot exceed a final grade of 70%. This grade will be recorded on my transcript and will replace the failing grade when calculating my GPA.

I,_____, request consideration for the Grade
(STUDENT'S NAME)

Recovery Program in the following course:

Course Number	Name of Course	Semester the Course was Taken	Name of Teacher Who Taught the Course

_____

Student's Signature   Date

_____

Parent's Signature   Date

_____

Counselor's Signature   Date

_____

Administrator's Signature   Date

I understand that the initial failing grade will not be removed for any transcript.

Russell County Schools
Grade Recovery Program Referral

GRADE RECOVERY   DATE:_____-_____-____

Name_____   Date_____

Name of Course to be Recovered_____

Referring Teacher Grade Recovery_____

Parental Signature for Approval of Grade Recovery_____
                                                            Signature

Signature of Student Applicant for Grade Recovery_____
                                                            Signature

Counselor Verification of Criteria for Participation_____
                                                            Signature

Administrator Verification of Parental Approval_____
                                                            Signature

Russell County Schools
PARENT/STUDENT
CONTRACTUAL AGREEMENT FOR PARTICIPATION

GRADE RECOVERY   DATE:_____-_____-_____

Student's Name_____Grade_____
                          Please Print

_____Name of Home School

STUDENT

The Grade Recovery Program has been explained to me. I believe it will meet my education needs. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until credit deficits are made up
2. Work toward fulfilling the requirement of a high school diploma
3. Maintain satisfactory attendance, as outlined in the Attendance Policy of the Russell County School Board of Education.
4. Complete the course requirements outlined through Grade Recovery.
5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

I, the student, agree to the program Procedures and Guidelines for GR Recovery and have read and understand the below listed reason for removal.

_____   _____

Student's Signature   Date

Reasons for Removal
I understand that I/my child will be dropped from the Grade Recovery Program for any of the following reasons:
Failure to show satisfactory progress which will be determined by the Grade Recovery Program teacher
Failure to maintain satisfactory attendance
Deliberate misuse or damage of a computer, software, or other instructional materials
Cheating by copying or gaining access to another student's coursework
Failure to follow the Russell County Schools' Code of Conduct
Failure to comply with the Grade Recovery Program teacher

NOTE: Students who are dismissed from the Grade Recovery Program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the Grade Recovery Program will be determined by the principal.

I, the parent/guardian of the above named student, do hereby give my consent for my child to participate in the Russell County School System Grade Recovery Program. My child and I have read, understand and agree with the Procedures and Guidelines (outlined in The GR Parent Program Guide) and the above listed reasons for removal from the GR Program.

_____   _____   _____

Parent's Signature   Printed Name   Date

I, the school counselor, verify that the above information has been explained to parent and student.

_____   _____

Counselor's Signature   Date

Russell County Schools
Grade Certification Form

Term: 1ˢᵗ Semester/ 2ⁿᵈ Semester Summer (Please circle the appropriate one)

STUDENT DEMOGRAPHICS
Name_____   Grade_____   GR Course_____

GR Teacher_____   School_____

                                                                          Final Grade_____

NOTE: Please use the GR Grading Criteria below to determine the final grade.
(Check the appropriate option)

Grade Recovery Grading Criteria		
Check the correct box Grade	Grade	Final
	Recovery Grade	
_____	100%-90%	70
_____	89%-80%	67
_____	79%-70%	65
_____	69%-60%	60
_____	59% and below	_____
	_____	
	Actual Grade Earned	

_____   _____
GR Teacher's Signature   Date

_____   _____
Administrator's Signature   Date

NOTE: Please submit this form to the school counselor after the principal has certified the grade. The Grade Recovery Certification Form is to remain in the student's cumulative record.

Russell County Schools
Grade Change Request
❖ This form must be filed with grade verification sheets

Name of Student_____

Class_____

Term   1ˢᵗ Semester   2ⁿᵈ Semester

Nine Week Period (circle all that apply)	1	2	3	4
Initial Grade				
Grade Recovery Grade				

Teacher's Printed Name_____Date_____

GR Teacher's Signature_____Date_____

Russell County Schools

NOTICE OF REMOVAL FROM THE GRADE RECOVERY PROGRAM

STUDENT:_____ DATE:_____

Prior to entry in the Grade Recovery Program, each student agrees to the conditions listed below. (See GR Form #3 in the student's application packet)

The Grade Recovery Program was been explained to me. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until credit deficits are made-up.
2. Work toward fulfilling the requirements of a high school diploma
3. Maintain satisfactory attendance, as outlined in the attendance Policy of the Russell County Board of Education.
4. Complete the course requirement outlined through Grade Recovery.
5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

REMOVAL PROCEDURES I understand that I can be dropped from the Grade Recovery program for any of the following reasons:	**REMOVAL NOTES** This form may be used by Administrators, Counselors, and Grade Recovery Teacher. Please attach all documentation
Failure to show satisfactory progress which will be determined by the Grade Recovery Program teacher	
Failure to maintain satisfactory attendance	
Deliberate misuse or damage of a computer, software, or other instructional materials	
Cheating by copying or gaining access to another student's coursework	
Failure to follow the Russell County Schools Code of Conduct	
Failure to comply with the Grade Recovery Program teacher	

Use additional sheet if needed for documentation.

Your child, _____ has been removed from the Grade Recovery Program based on failure to comply with program requirements. Students who are dismissed from the Grade Recovery Program must re-take any previously failed course during the regular school year or in summer school. Future enrollment in the Grade Recovery Program will be determined by the principal.

Student's Signature_____ Date_____

Administrator's Signature_____ Date_____

Effective Date of Removal_____

Standards Report Index

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Physical Science Core_____
School:_____

	Physical Science Core			
#	Standards	Not Met	Met	N/A
1	Recognize periodic trends of elements, including the number of values electrons, atomic, size, and reactivity			
2	Identify solutions in terms of components solubility, concentration, and conductivity.			
3	Contrast the formation of ionic and covalent bonds based on the transfer or sharing of valence electrons.			
4	Use nomenclature and chemical formulas to write balanced chemical equations.			
5	Describe physical and chemical changes in terms of endothermic and exothermic process.			
6	Identify characteristics of gravitational, electromagnetic, and nuclear forces			
7	Relate velocity, acceleration, and kinetic energy to mass, distance, force, and time.			
8	Relate the law of conservation of energy to transformation of potential energy, kinetic energy, and thermal energy.			
9	Compare methods of energy transfer by mechanical and electromagnetic waves.			
10	Explain the relationship between electricity and magnetism.			
11	Describe the nuclear composition of unstable isotopes and the resulting changes to their nuclear composition.			
12	Identify metric units for mass, distance, time, temperature, velocity, acceleration, density, force, energy, and power.			

(If additional skills or knowledge need to be related, please describe on a separate page and attach)

Were there specific habits or behaviors that contributed to the student's grade?

What was student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

_____   _____

Teacher   Date

Submit this form to the student's counselor when final grades are submitted.

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Biology Core_____

School:_____

#	Biology Core			
	Standards	Not Met	Met	N/A
1	Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.			
2	Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.			
3	Identify reactants and products associated with photosynthesis and cellular respiration and the purpose of these two processes.			
4	Describe similarities and differences of cell organelles, using diagrams and tables.			
5	Identify cells, tissues, organs, organ system, organisms, populations, communities and ecosystems as levels of organization in the biosphere.			
6	Describe the roles of mitotic and meiotic division during reproduction, growth, and repair of cells.			
7	Apply Mendel's Law to determine phenotype and genotypic probabilities of offspring.			
8	Identify the structure and function of DNA, RNA, and protein.			
9	Differentiate between the previous five-kingdom and currents six-kingdom classification systems.			
10	Distinguish between monocots and dicots, angiosperms and gymnosperms and vascular and nonvascular plans.			
11	Classify animals according to type of skeletal structure, methods of fertilization and reproduction, body symmetry, body coverings, and locomotion.			
12	Describe protective adaptions of animals, including mimicry, camouflage, beak type, migration, and hibernation.			
13	Trace the flow of energy as it decrease through the trophic			

#		Not Met	Met	N/A
	levels from producers to the quaternary level in food chains, food webs, and energy pyramids.			
14	Trace biogeochemical cycles through the environment, including water, carbon, oxygen and nitrogen.			
15	Identify biomes based on environmental factors and native organisms.			
16	Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Chemistry Core _____
School:_____

	Chemistry Core			
#	Standards	Not Met	Met	N/A
1	Differentiate among pure substances, mixtures, elements, and compounds.			
2	Describe the structure of carbon chains, branched chains, and rings.			
3	Use the periodic table to identify periodic trends, including atomic radii, ionization energy, electronegativity, and energy levels.			
4	Describe solubility in terms of energy changes associated with the solution process.			
5	Use the kinetic theory to explain states of matter, please changes, solubility, and chemical reactions.			
6	Solve stoichiometric problems involving relationships among the number of particles, moles, and masses of reactants and products in a chemical reaction.			
7	Explain the behavior of ideal gases in terms of pressure, volume, temperature, and number of particles using Charles's law, Boyle's law, Gary-Lussac's Law, the combined gas law, and the ideal			

#		Not Met	Met	N/A
	gas law.			
8	Distinguish among endothermic and exothermic physical and chemical changes.			
9	Distinguish between chemical and nuclear reactions.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Physics Core_____

School:_____

	Physics Core			
#	Standards	Not Met	Met	N/A
1	Explain linear, uniform circular, and projectile motions using one-and two-dimensional vectors.			
2	Define the law of conservation of momentum.			
3	Explain planetary motion and navigation in space in terms of Kepler's and Newton's laws			
4	Describe quantitative relationship for velocity, acceleration, force, work, power, potential energy, and kinetic energy.			
5	Explain the concept of entropy as it relates to heating and cooling, using the laws of thermodynamics.			
6	Describe wave behavior in terms of reflection, refraction, diffraction, constructive and destructive wave interference, and the Doppler effect.			
7	Describe properties of refection, refraction, and			

#		Not Met	Met	N/A
	diffraction.			
8	Summarize similarities in the calculation of electrical, magnetic, and gravitational forces between objects.			
9	Describe quantitative relationships among charge, current, electrical potential energy, potential difference, resistance, and electrical power for simple series, parallel, or combination direct current (DC) circuits.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 9th Grade World History_____

School:_____

	9th Grade World History			
#	Standards	Not Met	Met	N/A
	1500 to the Present			
1	Describe development in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.			
2	Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.			
3	Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and ward of religion.			
4	Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the			

#	Standards			
	early Global Age, including trade and travel, natural resources, and movement and isolation of people and ideas.			
5	Describe the rise of absolutism and constitutionalism and their impact on European nations			
6	Identify significant ideas and achievements of scientist and philosophers of the Scientific Revolution and the age of Enlightenment.			
7	Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism			
8	Compare revolutions in Latin American and the Caribbean, including Haiti, Colombia, Venezuela,, Argentina, Chile, and Mexico			
9	Describe the impact of technological inventions, conditions of labor, and the economics theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe			
10	Describe the influence of urbanization during the nineteenth century on the Western World			
11	Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East, Asia, economics roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.			
12	Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.			
#	Standards Con't	Not Met	Met	N/A
13	Explain challenges of the post- World War II			
14	Describe causes and consequences of World War II			
15	Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin American, including the end of colonial empires.			
16	Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.			
17	Describe emerging democracies from the late twentieth century to the present.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 10th Grade United States History_____
School:_____

	10th Grade United State History				
#	Standards	Not Met	Met	N/A	
	United States History to 1877				
1	Contrast effects of economics, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans,				

	American colonist, and indigenous Americans.			
2	Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.			
3	Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerance Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence			
4	Describe the political system of the United States based on the Constitution and the Bill of Rights			
5	Identify key cases that helped shape the United States Supreme Court, including Marbury verses Madison, McCullough verses Maryland, and Cherokee Nation versus Georgia.			
6	Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.			
7	Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fennimore Cooper, Henry David Thoreau, and Edgar Allan Poe.			
8	Trace the development of efforts to abolish slavery prior to the Civil War.			
9	Summarize major legislation and court decisions form 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision			
10	Describe how the course, character, and effects of the Civil War influenced the United States.			
11	Contrast congressional and presidential reconstruction plans, including African-American political participation.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 11th Grade United States History_____   School:_____

	11ᵗʰ Grade United States History			
#		Not Met	Met	N/A
1	Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.			
2	Describe social and political origins, accomplishments, and limitations of Progressivism.			
3	Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, and the foreign policy of the United States between Reconstruction and World War I.			
4	Describe the causes and impact of the intervention by the United States in World War I.			
5	Describe the impact of social changes and the influence of key figures in the United States from World War 1 through the 1920's, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, and immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W.C. Handy, the Jazz Age, and Zelda Fitzgerald.			
6	Describe social and economic conditions from the 1920's through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.			
7	Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.			
8	Describe the international role of the United Stated from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.			
9	Describe major domestic events and issues of the Kennedy and Johnson Administrations.			
10	Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and Cuban Missile Crisis.			
11	Trace the course of the involvement of the United States in Vietnam form the 1950s to 1975.			
12	Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the march on Washington, and the Freedom Ride.			
13	Describe the Women's Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.			
14	Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 12ᵗʰ Grade Economics_____
School:_____

	12ᵗʰ Grade Economics			
	Standards	Not Met	Met	N/A
	Economics			
1	Explain the role of scarcity in answering the basic economics questions of what, how, how much, and for whom to produce.			
2	Compare the development and characteristics of the world's traditional, command, and market economics.			
3	Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality			
4	Explain the impact of the labor market on the market economy of the United States.			
5	Explain the competitive nature of the market system.			
6	Explain costs and benefits of government intervention in the economy of the United States.			
7	Explain the entry by the United States in to World War II and major military campaign in the European and Pacific Theaters.			
8	Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.			
9	Describe economic stabilization policies of the United states.			
10	Explain the role of money and the structure of the banking system of the United States.			
11	Explain the past and present impact of the federal reserve bank on the economy of the United States.			
12	Explain basic elements of international trade.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 12ᵗʰ Grade US Government_____

School:_____

	12ᵗʰ Grade United States Government			
#	Standards	Not Met	Met	N/A
1	Identify origins and functions of government			
2	Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.			
3	Explain how the federal system of the United States divides powers between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.			
4	Describe specific functions, organization, and purposes of state and local government.			
5	Trace the expansion of suffrage and its effect on the political system of the United States.			
6	Describe the development and functions of special interest groups.			
7	Trace the development and impact of the media on the political process and public opinion in the United States.			
8	Identify roles political parties play in the functioning of the political system of the United States.			
9	Identify constitutional provisions of the legislative branch of the government of the United States.			
10	Identify constitutional provisions of the executive branch of the government of the United States.			

11	Identify constitutional provisions of the judicial branch of the government of the United States.			
12	Contrast rights and responsibilities of citizens in a representative democracy.			
13	Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.			

<div align="center">Standards Report</div>

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 7ᵗʰ Grade English Language Arts_____

School:_____

	7ᵗʰ Grade English Language Arts			
	Standards	Not Met	Met	N/A
	Reading			
1	Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.			
2	Relate literacy elements and devices to each other, including main idea and supporting details, climax, point to f view, and imagery			
3	Distinguish among the major genres, including poetry short stories, novels, play biographies and autobiographies, and subgenres such as folktales, myths, parables, fables, and science fiction, based on their characteristics.			
4	Apply strategies that include setting purpose for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend seventh-grade informational and functional reading materials.			
5	Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.			
	Literature			
6	Analyze nonfiction, science fiction, mystery or suspense, fantasy, and adventure for distinguishing characteristics.			
7	Interpret the author's message in various literacy,			

		Not Met	Met	N/A
	informational, and functional texts.			
8	Compare sections of culturally diverse literature and their characteristics.			
	Writing and Language			
9	Compose in descriptive, narrative, expository, and persuasive, modes with a thesis sentence and introductory, supporting and concluding paragraphs when appropriate.			
10	Apply mechanics in writing commas to set off nouns of address and following introductory phrases and classes,			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 8ᵗʰ Grade English Language Arts_____
School:_____

#	**8ᵗʰ Grade English Language Arts**			
#	Standards	Not Met	Met	N/A
	Reading			
1	Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eight-grade recreational reading materials.			
2	Evaluate the impact of setting, mood, and characterization on theme in specific literary selections.			
3	Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.			
4	Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.			
	Literature			
5	Explain distinguishing characteristics of odes, ballads, epic poetry, historical document, essays, letters to the editor, and editorials.			

#	Standards			
6	Determine word meaning in world literature selections using word analysis and context clues.			
	Writing and Language			
7	Compose a business letter, including heading, inside address, salutations, body, closing and signature.			
8	Write in narrative, expository, and persuasive modes with attention to descriptive elements.			
9	Apply mechanics in writing, including using quotation marks, underlining, and italics to punctuate titles and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on-sentences			
10	Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure.			
11	Write sentence patterns common to English construction.			
12	Identify the Correct use of degrees of comparison, adjectives and adverb forms, and subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects, including those joined by or with the second element as singular or plural.			
13	Combine all aspects of the research process to compose a report.			
14	Identify characteristics of spoken formal and informal language.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 9th Grade English Language Arts_____

School:_____

	9th Grade English Language Arts	2010		
#	Standards	Not Met	Met	N/A
	Reading			
1	Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.			
2	Compare the use of language and literary elements and devices, including rhythm , rhyme scheme, time, and plot, in various selections, cultures, and genres			
3	Read with comprehension a variety of ninth-grade informational and functional reading materials, including			

			Not Met	Met	N/A
		recognizing tone and propaganda.			
		Literature			
4		Identify literary components that contribute to authors' styles.			
5		Identify persuasive strategies, including propaganda, in world literature selections.			
6		Determine word meaning in world literature selections using word analysis and context clues.			
		Writing and Language			
7		Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.			
8		Critique paragraphs for logical progression of sentence.			
9		Identify factors that influence the development of language.			
10		Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for divided quotations.			
11		Identify correct use of parallel words, incorrect verb tense shifts within sentences, correct number and tense in verb forms, including regular and irregular verbs, and correct forms of compound nouns, including singular, plural and possessive forms.			
12		Apply the correct use of subject-verb forms depend on the rest of the sentence, with compound subjects, including those joined by or with the second element as singular or plural, and with the subjunctive mood.			

		Standards Con't	Not Met	Met	N/A
		Research and Inquiry			
13		Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.			
14		Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.			
		Oral and Communication			
15		Identify persuasive strategies in oral and visual presentation.			
16		Evaluate a speech for use of presentation skills, including use			

	of visual aids.			
17	Use supporting details to present a position and to respond to an argument.			

Standards Reports

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 10th Grade English Language Arts_____   School:_____

	10th Grade English Language Arts	

#	Standards	Not Met	Met	N/A
	Reading			
1	Apply both literal and inferential comprehension strategies, including drawing conclusion and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry novels, and essays and other nonfiction text.			
2	Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.			
3	Read with literal and inferential comprehension a variety of informational and functional			
	Literature			
4	Recognize fallacious or illogical thought in essays, editorials, and other informational texts.			
5	Compare literary components of carious pre-twentieth century American authors' styles.			
6	Determine word meaning in pre-twentieth century American literature using word structure and context clues.			
	Writing and Language			
7	Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.			
8	Write in a variety of genres for various audiences an occasions, both formal and informal, using an attention-getting opening and an effective conclusion.			
9	Apply principles of Standard English by adjusting vocabulary and style for the occasion			
10	Justify a thesis statement with supporting details from American literature prior to the twentieth century.			
11	Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.			
12	Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender, and nominative objective, and possessive pronoun cases.			
#	Standards Con't	Not Met	Met	N/A
13	Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning, intervening prepositional and appositive phrases; and correlative conjunctions,			
14	Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.			

	Research and inquiry			
15	Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.			
16	Explain the purpose and benefits of using predicting, summarizing, underlining, outlining note taking, and reviewing as part of personal study skills.			
	Oral and Visual Communication			
17	Critique oral and visual presentations for fallacies in logic.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 11th Grade English Language Arts_____School:_____

#	**11th Grade English Language Arts** Standards	Not Met	Met	N/A
	Reading			
1	Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly form 1900 to the present			
2	Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.			
3	Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strength and weaknesses of argument, and identifying directions implied or embedded in a passage			
	Literature			
4	Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda			
5	Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.			
6	Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.			
	Writing and Language			
7	Compare writing styles of two or more American authors or public figures.			
8	Write the texts for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone			
9	Analyze writing for parallelism in literary selections and student writing			
#	Standards	Not Met	Met	N/A
10	Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns a subject when the verb form depends on the rest of the sentences, and			

	subjects in sentences wit correlative conjunction or in inverted order.			
11	Differentiate between the use of active and passive voice.			
	Research and Inquiry			
12	Use the research process to manage, document, organize, and present information to support thesis on a literary topic.			
13	Compare the use of oral presentation skills of self and others			
14	Identify propaganda in non-print media.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 12ᵗʰ Grade English Language Arts_____   School: _____

	12ᵗʰ Grade English Language Arts			
#	Standards	Not Met	Met	N/A
	Reading			
1	Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly. British short stories, drama, poetry, essays, and other nonfiction literature.			
2	Read with comprehension a variety of informational and functional reading materials, including comparing had and persuasive techniques in passages.			
	Literature			
3	Analyze British literature for style, audience appeal, cultural significance and plus structure.			
4	Determine word meaning in British literature using word structure and context clues.			
5	Compare writing styles of two or more British authors			
	Writing and Language			
6	Write for a variety of purpose, including critical essays on literary topics college application essays, resume cover letters and resume'			
7	Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of			

		Not Met	Met	N/A
	number-and-noun modifiers, slashes, and use of commas with subordinate clause and nominative absolutes.			
8	Revise drafts to increase sentence completely.			
	Research and Inquiry			
9	Use the research process to manage, document, organize and present information to support a thesis or a teacher-approved topic of student interest.			
	Oral and Visual Communication			
10	Critique visual communication for effectiveness.			
11	Evaluate oral presentation skills of self and others for effectiveness.			
12	Analyze non-print media for use of propaganda			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 7th Grade Math_____   School:_____

	7th Grade Math			
#	Standards	Not Met	Met	N/A
1	Demonstrate computational fluency with addition, subtraction, and multiplication.			
2	Use order of operation to evaluate numerical expression.			
3	Solve problems requiring the use of operations in rational numbers.			
4	Express a pattern shown in a table, graph, or chart as an algebraic expressions into verbal phases.			
5	Translate verbal phrases into algebraic expressions and algebraic expressions no verbal phrases.			
6	Solve one and two step equations.			

7	Determine the transformation(s), including translations, reflections, or rotations, used to alter the position of a polygon on the coordinate plane.			
8	Recognize geometric relationships among two-dimensional and three-dimensional objects.			
9	Solve problems involving circumference and area of circles.			
10	Find the perimeter of polygons and the area of triangles and trapezoids.			
11	Solve problems involving ratios or rates, using proportional reasoning.			
12	Determine measures of central tendency (mean, median, and mode) and the range using a given set of data or graphs, including histograms, frequency, tables, and stem-and-leaf pilots			
13	Determine the probability of a compound event.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 8th Grade Pre-Algebra_____   School: _____

8th Grade Pre- Algebra				
#	Standards	Not Met	Met	N/A
1	Use various strategies, and operations to solve problems involving real numbers.			
2	Simplify expression containing natural numbers exponents.			
3	Use order of operation to evaluate and simplify			

#		Not Met	Met	N/A
	algebraic expressions.			
4	Graph linear relation by plotting points or buy using the slope and y-intercepts			
5	Solve problems involving linear functions.			
6	Solve multistep linear equations, including equations requiring the use of the distributive property.			
7	Solve problems using the Pythagorean Theorem.			
8	Compare quadrilaterals, triangles, and solids, using their properties and characteristics.			
9	Determine the measures of special angle pairs, including adjacent, vertical, supplementary, non-complementary angles and angles formed by parallel lined cut by a transversal.			
10	Find the perimeter of regular and irregular plane figures.			
11	Determine the surfaces area and volume of rectangular prisms, cylinders, and pyramids.			
12	Determine the lengths of missing sides and measures of angles in similar and congruent figures.			
13	Interpret data from populations, using and collected data.			
14	Determine the theoretical probability of an event.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Algebra I_____   School: _____

#	Algebra I	Not Met	Met	N/A
	Standards			
1	Simplify numerical expresses using properties of real numbers			

	and order of operations, including those involving square roots, radical form, or decimal approximations.			
2	Analyze linear functions form their equations, slopes, and intercepts.			
3	Determine characteristics of relation, including its domain, range, and whether it is a function, when given graphs, tables of values, mappings, or sets of ordered pairs.			
4	Represent graphically common relations, including = constant, y=constant y=x,y=z,y-x2 , and y={x}			
5	Perform operations of addition, subtraction, and multiplication on polynomial expressions.			
6	Factor binomials, trinomials, and other polynomials using GCF, difference of squares, perfect square trinomials and grouping.			
7	Solve multistep equations ad inequalities including linear, radical, absolute value and literal equations,			
8	Solve systems of linear equations and inequalities in two variable graphically or algebraically.			
9	Solve quadratic equations using the zero product property.			
10	Calculate length, midpoint, and slope of a line segment when given coordinate of its endpoints on the Cartesian plane.			
11	Solve problems algebraically that involve area and perimeter of a polygon, area and circumference of a circle, and volume and surfaces area of tight circular cylinders or right rectangle prisms.			
12	Compare various methods of data reporting, including scatterplots, stem-and-leaf plots, histograms, box-and-whisker plots, and line graphs, to make inferences or predictions.			
13	Identify characteristics of a data set, including measurements or categorical and univariate or bivariate.			
14	Use a scatterplot and its line of best fit or a specific line graph to determine the relationship existing between two sets of data, including positive, negative, or no relationship.			
15	Estimate probabilities given data in lists or graphs.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: <u>Algebra II with Trigonometry   </u>   School: _____

	Algebra II w/Trigonometry			
	Standards	Not Met	Met	N/A
1	Determine the relationships among the subsets of complex numbers.			
2	Simplify expressions involving complex numbers, using order of operations and including conjugate and absolute value.			
3	Analyze families of functions, including shifts, reflections, and =k/x (inverse variation), y=kx (direct variation-y={x} {greatest integer), y=x2 (quadratic), y=ax (exponents=log @x (logarithmic)			
4	Determine approximate real zeros of functions graphically and numerical and exact real zeros of polynomial functions.			
5	Identify the characteristics of quadratic functions from their roots, graphs, or equations.			
6	Perform operations on functions, including addition, subtraction, multiplication, division, and composition.			
7	Solve equations, inequalities and applied problems involving absolute values, radicals, and quadratics over the complex numbers, as well as simple trigonometric, exponential, and logarithmic functions.			
8	Solve systems of linear equations or inequalities in two or three variables using algebraic techniques, including those involving matrices.			
9	Graph trigonometric functions of the form y=a sin (bx), y=a cos (bx), and y=a tan (bx)			
10	Solve general triangles, mathematical problems, and real world applications using the Law of Sines and the Law of Cosines.			
11	Define the six trigonometric functions using ratios of the sides of a right triangle, coordinates on the unit circle, and the reciprocal of other functions.			
12	Verify simple trigonometric identities using Pythagorean and/or reciprocal identities.			
13	Use different forms of representation to compare characteristics of data gathered from two populations.			
14	Determine an equation of linear regression from a set of data.			

15	Calculate probabilities of events using the laws of probability.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: <u>Algebra III with Statistics</u>   School: _____

#	**Algebra III w/ Statistics** Standards	Not Met	Met	N/A
1	Utilize matrices to solve problems manually or with technological tools.			
2	Solve problems involving maximum or minimum values of functions by using linear programming procedures.			
3	Graph comic sections, centered at and rotated about the origin, given the equations.			
4	Graph polynomial functions.			
5	Solve systems of linear and quadratic equations and inequalities.			
6	Approximate solutions of trigonometric and exponential equations from tables and graphs.			
7	Expand powers of binomials using the Binomial Theorem.			
8	Plot points in a polar coordinate system given their coordinated in polar form, a table of values, or an equation.			
9	Compare summary statistics for sets of data represented in a graph, a stem-and-leaf chart, a box-and-whisker graph, a histogram, a linear or quadratic equations of best fit of a scatterplot, and a frequency distribution.			
10	Calculate descriptive statistic of univariate data, including measures of central tendency, measures of dispersion, and measures of positions.			
11	Interpret relationships of bivariate data using linear or quadratic regression and linear correlation.			
12	Test a hypothesis for a study that involves one or two populations, generating the appropriate descriptive statistics.			
13	Calculate probabilities of mutually exclusive, independent, and dependent, events using permutations, combinations, and laws of probability.			
14	Determine the probability of an event using a frequency distribution curve.			
15	Analyze the data from a student-designed study to create a			

	distribution curve and to determine the resulting confidence interval.			
16	Analyze differences among experimental, simulation, and theoretical probability techniques, including the advantages and disadvantages of each.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Algebraic Connections   School: _____

#	Algebraic Connections Standards	Not Met	Met	N/A
1	Use algebraic and geometric techniques to make financial and economic decisions, including those involving banking and investments, insurance, personal budgets, credit purchases, recreation, and deceptive and fraudulent pricing and advertising.			
2	Solve problems using direct, inverse, and joint variation.			
3	Use formulas or equations of functions to calculate outcomes of exponential growth or decay.			
4	Determine maximum and minimum values of a function using linear programming procedures.			
5	Approximate rates of change of nonlinear relationship from graphical and numerical data.			
6	Use the extreme value of a given quadratic function to solve applied problems.			
7	Make predictions based upon tables or graphs from societal contexts.			
8	Determine missing information in an application-based situation by using the properties of right triangles, including trigonometric ratios.			
9	Analyze the aesthetics of real0life situation using line symmetry, rotational symmetry, or the golden ratio.			
10	Use the length and sector area to solve applied problems.			
11	Critiques the appropriateness of measurements of terms of precision, accuracy, and approximate error.			
12	Use ratios of perimeters, areas, and volumes of similar figures to solve applied problems.			

| 13 | Model a set of data by estimating the equation of a curve of best fit from table of values or scatterplots. | | | |
| 14 | Estimate probabilities given a frequency distribution. | | | |

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Geometry_____   School: _____

	Geometry			
#	Standards	Not Met	Met	N/A
1	Determine the equation of a line parallel or perpendicular to a second line through a given point.			
2	Justify theorems related to pairs of angles, including angels formed by parallel and perpendicular lines, vertical angles, adjacent angles, complementary angles, and supplementary angles.			
3	Verify the relationship among different classes of polygons by using their properties.			
4	Determine the measure of interior and exterior angles associated with polygons.			
5	Solve real-life and mathematical problems using properties and theorems related to circles, quadrilaterals and other geometric shapes.			
6	Apply the Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean triples when applicable.			
7	Use the ratios of the sides of special right triangles to find lengths of missing sides.			
8	Deduce relationships between two triangles, including proving congruence or similarity of the triangles from given information, using them to solve and to establish other relationships.			
9	Use inductive reasoning to make conjectures and deductive reasoning to justify conclusions.			
10	Find the missing measures of sides and angles in right triangles by applying the right triangle definitions of sine, cosine, and tangent.			

		Not Met	Met	N/A
11	Determine the areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinated of vertices or other characteristics.			
12	Apply distance, midpoint, and slope formulas to solve problems and to confirm properties of polygons.			
13	Identify the coordinates of the vertices of the image of a given polygon that is translated, rotated, reflected or dilated.			
14	Classify polyhedrons according to their properties, including the number of faces.			
15	Calculate measures of areas and sectors of a circle from given information			
16	Calculate surface areas and volumes of solid figures, including spheres, cones, and pyramids.			
17	Analyze sets of data from geometric contexts to determine what, if any relationships exist.			

Standards Report

Student Name (Last, First):_____   Final Grade:_____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Precalculus_____   School:_____

COS	Precalculus			
#	COS Standards	Not Met	Met	N/A
1	Perform the vector operations of additions, scalar multiplication, and absolute value.			
2	Define e using limit forms of			
3	Graph comic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate comics, from second-degree equations.			
4	Analyze the graphs of rational, logarithmic, exponential, trigonometric, and piecewise-defined functions by determining the domain and range, identifying any vertical, horizontal, or oblique asymptotes, and classifying the functions as increasing or decreasing, continuous or discontinuous, and noting the type of discontinuity if one exists.			
5	Analyze the effects of parameter changes on the graphs of trigonometric, logarithmic, and exponential functions.			

6	Apply the laws of logarithms to simplify expressions and to solve equations using common logarithms, natural logarithms, and logarithms with other bases.			
7	Solve trigonometric equations and inequalities using sum, difference, and half-and double-angle identities.			
8	Use parametric equations to represent real life and mathematical situations.			
9	Solve applied problems involving sequences with recurrence relations.			
10	Find limits of functions at specific values and at infinity numerically, algebraically, and graphically.			
11	Convert coordinates, equations, and complex numbers I Cartesian form to polar form and from polar form to Cartesian form.			
12	Determine the equation of a curve of best fit from a set of data by using exponential, quadratic, or logarithmic functions.			

ATTACHMENT C

Russell County Schools
New Credit Procedures

The Russell County Board of Education in accordance with the guidelines of the Alabama Department of Education will offer students an opportunity to make up lost credits through a method called New Credit.

New Credit Program (NC) is a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. Currently Russell County School District has the following options in place for students: (1) Evening and (2) Summer School

1. **Admission and Removal**
   A. **Overview**
      1. In order for a student to be eligible for the New Credit Program, they must be a student that is overage for his/her grade. The school administration in conjunction

with the counselor will screen student applications for suitability for the program, willingness to participate, and potential for success in the program.

2. Students in grade 9th - 12th who are overage for their grade level, have been retained or desiring to graduate high school early. Students desiring to graduate early must have a minimum Grade Point Average of 80 in all core classes

B. Screening Process
1. A student's grade classification will be the first criteria considered. Then the following will be considered.
2. Transcript/Grade Evaluation
3. Attendance
4. Discipline
5. Administrative Discretion

C. New Credit Operations
1. New Credit Program operates outside the normal school hours.
2. New Credit Programs operating during the summer term or outside the normal school hours must be supervised by an administrator.
3. Teachers working with students in New Credit Programs must be certified and highly qualified in the content area they are teaching or in one content area if they are facilitating a software-based program.
4. New Credit Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses.

D. **Application Process**
1. Each student participating New Credit Program will be required to complete the New Credit Program Application Packet (Forms #1 -4). These forms must be approved by the school's principal.
2. Students must have parent/guardian consent to apply. (Parent/Student Agreement for Participation Form #3).

E. **Attendance Policy (Onsite - Outside normal school hours)**
1. Students are expected to be in attendance until credit is recovered. However, students may be allowed an excused absence if accompanied by a doctor's note or administrative approval.

F. **Student Failure or Removal from the New Credit Program**
1. Students may be dismissed from the program at any time due to serious or repeated misbehavior, failure to follow attendance requirements, or failure to make adequate progress towards remediation requirements.
2. Students will have three academic days from the scheduled report date to complete the enrollment process for the New Credit Program.

G. **Instruction**
   1. Instruction will be delivered through a computer-based instructional software program. The New Credit Program will be supervised and managed by a certified and highly qualified teacher in the subject areas/courses being recovered.
   2. New Credit Program teachers will receive training pertaining to effective course organization and operational management of the applicable computer-basedinstructional software.
   3. An individual student prescription will be developed from the results of the New Credit P rogram.
   4. The student may complete his or her individual activities on the ACCESS or A+nywhere Learning System software program during or outside the normal school hours. (e.g., home, activities and not the assessment)
   5. All New Credit Program Assessments must be taken at the school.
   6. Students will have to complete all objectives outlined by the ACCESS or A+nywhere Learning System Pre Assessment. Students will be required to pass the post-test with 60% mastery for the course to receive credit. In the event the student has not mastered the post-test requirements, he/she may have the option to repeat the New Credit post-test within the semester at the principal's/administrator's discretion.
   7. Students will be released from the New Credit Program upon successful completion of the plan developed by the Pre-Test regardless of the number of hours of instruction.

H. **Content and Curriculum**
   1. New Credit curriculum shall be based on and aligned with the Alabama Course of Study standards and objectives.
   2. New Credit will be delivered through instructional technology and under the direction of a highly qualified teacher.
   3. Students will be recognized as course completers and awarded grade/credit once they have completed the post-test with at least 60% mastery in a particular content area.

I. **Grades and Credit**
   1. The grade that a student earns in the New Credit Program will be placed in the student's transcript.
   2. Currently, a maximum of ten (10) credits may be earned by a student in a school year which includes subsequent summer-school term. The New Credit grades only will be computed in the Grade Point Average (GPA). Failing grades will not be placed on the student's transcript nor computed in their GPA.

   Criteria for awarding final grade(s) on transcript are as follows:

Grade/Credit Recovery Grading Criteria

Grade/Credit Recovery Grade	Final Grade
100%-90%	A
89%-80%	B
70%-70%	C
69%-60%	D
59% and below	F

3. After the student has completed the assigned New Credit course, the *Grade Certification Form* (Form #4) must be signed by the NC teacher, certified by the school principal, and submitted to the counselor.
4. School counselor will file the *Grade Certification Form* (Form #4) in the student's cumulative record.
5. All tests will be administered on site by an approved test administrator.

II. **Roles and Responsibilities**

A. **District Coordinator**

- **New Credit** District Coordinator is typically a certified administrator with effective leadership skills, hired by a school district to oversee sites. This individual works with each school site within a district to ensure that teachers and students are successful in the district program's implementation.
- The coordinator must be able to facilitate effectively in one-on-one situations, or converse with large groups of teachers. As with any leadership role, communication is a key factor in the success of a District Coordinator. This person will interact with students, teachers, building and district administrators, and he/she will provide support. The District Coordinator works closely with the schools in order to monitor goals, and he/she will measure timelines for the District Programs.
- Has a global view of district program goals to integrate all schools' needs within the overall program
- Understands the goals for each site and ensures effective processes within each school
- Is well-versed in curriculum issues
- Has some budget experience
- Is well-organized and can work on short-term and long-term projects, while maintaining day to day operations
- Has moderate to strong technology skills (should be able to work with a variety of software products required for data collection, newsletters, curriculum documents, websites, etc.)

- Should have an understanding of the district programs and anticipate budgetary issues for implementation or expansion of the program

B. **Principal**
- Oversees the design, implementation, and screening process of the New Credit school-based program
- Provides opportunities for school staff to obtain professional development relative to the New Credit initiative.
- Communicates effectively with staff using a variety of formats; i.e., newsletter, scheduled lab manager meetings, email, etc.
- Approves all New Credit forms and grade changes
- Has effective knowledge and skills to provide an annual program evaluation, based upon district and program goals, indicating strengths, as well as areas of need, with recommendations for improvement

C. **School Counselor**
- Shares responsibility for screening scheduling, assessing data, and providing necessary reports to students and parents
- Maintains students' historical profiles and documentation for New Credit Program
- Secures a Student Listing with averages ranging from 80 -100 for program recommendations.

D. **New Credit Teacher/Facilitator:**
- Must secure a completed parent/student application packet for participation (NC Forms #1- 3)
- Facilitator must submit all applicable forms/reports to the counselor to become a part of the student's permanent record. See NC Teacher /Facilitator checklist
- Administers the diagnostic test and uses data to determine student's learning path
- Is accountable for appropriate curriculum selection
- Provides opportunities for extension of curriculum
- Provides student orientation for all new students; explains rules and outcomes contained within the student contract
- Monitors student progress
- Provides progress reports to students, teachers and administrators (and/or parents, if requested)
- Works closely with classroom and/or subject area teachers reporting on student progress/grades
- Maintains accurate student records
- Monitors program goals, measures and timelines
- Creates and provides end of year reports to administrations
- Completes & submits NC grade form

- May add additional requirements/standards with the approval of the principal/administrator

E. **Core Teacher**
- Is accountable for submitting the Standards Report to the New Credit Teacher/Facilitator
- May make recommendations to Counselors for NC

F. **Student**
- Must submit application packet to Counselors (Form #'s 1-3)
- Must meet all program requirements

FORMS

<u>Forms Index</u>

NC FORM # 1

Russell County Schools
New Credit Request Form

School Name_____

I am aware that I must successfully meet the requirements to earn credit through the NC
Program. This grade will be recorded on my transcript and calculated in my GPA.

I,_____, request consideration for the New Credit
 <small>(STUDENT'S NAME)</small>

Recovery Program in the following course:

Course Number	Name of Course	Semester the Course was Taken	Name of Teacher Who Taught the Course

_____

Student's Signature   Date

_____

Parent's Signature   Date

_____

Counselor's Signature   Date

_____

Administrator's Signature   Date

NC FORM # 2

Russell County Schools
New Credit Program Referral

New Credit   DATE:_____-_____-_____

Name_____   Date_____

Name of Course to be taken_____

Referring Teacher _____

Parental Signature for Approval of New Credit_____

Signature of Student Applicant for New Credit_____

Counselor Verification of Criteria for Participation_____
                                                                                    Signature

Administrator Verification of Parental Approval_____
                                                                                    Signature

NC FORM # 3

Russell County Schools
PARENT/STUDENT
CONTRACTUAL AGREEMENT FOR PARTICIPATION

New Credit   DATE:_____-_____-_____
Student's Name_____   Grade_____
                        Please Print
                        _____Name of School

STUDENT
The New Credit Program has been explained to me. I believe it will meet my education needs.
By signing this contract, I understand that while enrolled in this program, I must:
1. Remain in the program until credit is earned
2. Work toward fulfilling the requirement of a high school diploma
3. Maintain satisfactory attendance, as outlined in the Attendance Policy of the Russell County School Board of Education.
4. Complete the course requirements outlined through New Credit Program.
5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

I, the student, agree to the program Procedures and Guidelines for New Credit and have read and understand the below listed reason for removal.

_____   _____

Student's Signature   Date

Reasons for Removal
I understand that I/my child will be dropped from the New Credit Program for any of the following reasons:
Failure to show satisfactory progress which will be determined by the NC Program teacher
Failure to maintain satisfactory attendance
Deliberate misuse or damage of a computer, software, or other instructional materials
Cheating by copying or gaining access to another student's coursework
Failure to follow the Russell County Schools' Code of Conduct
Failure to comply with the NC Program teacher

NOTE: Students who are dismissed from the New Credit Program may jeopardize their future enrollment in the New Credit Program and will be determined by the principal/administrator.

I, the parent/guardian of the above named student, do hereby give my consent for my child to participate in the Russell County School System New Credit Program. My child and I have read, understand and agree with the Procedures and Guidelines (outlined in The NC Parent Program Guide) and the above listed reasons for removal from the NC Program.

_____   _____   _____
Parent's Signature   Printed Name   Date

I, the school counselor, verify that the above information has been explained to parent and student.

_____   _____
Counselor's Signature   Date

<div align="right">

NC FORM # 4

</div>

Russell County Schools
Grade Certification Form

Term: 1ˢᵗ Semester/ 2ⁿᵈ Semester Summer (Please circle the appropriate one)

STUDENT DEMOGRAPHICS
Name_____   Grade_____   NC Course_____

NC Teacher_____   School_____

                                            Final Grade_____

NOTE: Please use the NC Grading Criteria below to determine the final grade.
(Check the appropriate option)

New Credit Grading Criteria		
Check the correct box	Grade/Credit	Final Grade
_____	100%-90%	A

_____	89%-80%	B
_____	79%-70%	C
_____	69%-60%	D
_____	59% and below	F____
	_____	
	Actual Grade Earned	

_____   _____
NCGR Teacher Signature   Date

_____   _____
Administrator's Signature   Date

NOTE: Please submit this form to the school counselor after the principal has certified the grade. The New Credit Certification Form is to remain in the student's cumulative record.

NC FORM # 5

Russell County Schools

NOTICE OF REMOVAL FROM THE NEW CREDIT PROGRAM

STUDENT: _____   DATE:_____

Prior to entry in the NC Program, each student agrees to the conditions listed below. (See NC Form #3 in the student's application packet)

The NC Program has been explained to me. By signing this contract, I understand that while enrolled in this program, I must:
1. Remain in the program until credit is earned.
2. Work toward fulfilling the requirements of a high school diploma
3. Maintain satisfactory attendance, as outlined in the Attendance Policy of the Russell County Board of Education.
4. Complete the course requirement outlined through the New Credit Program.
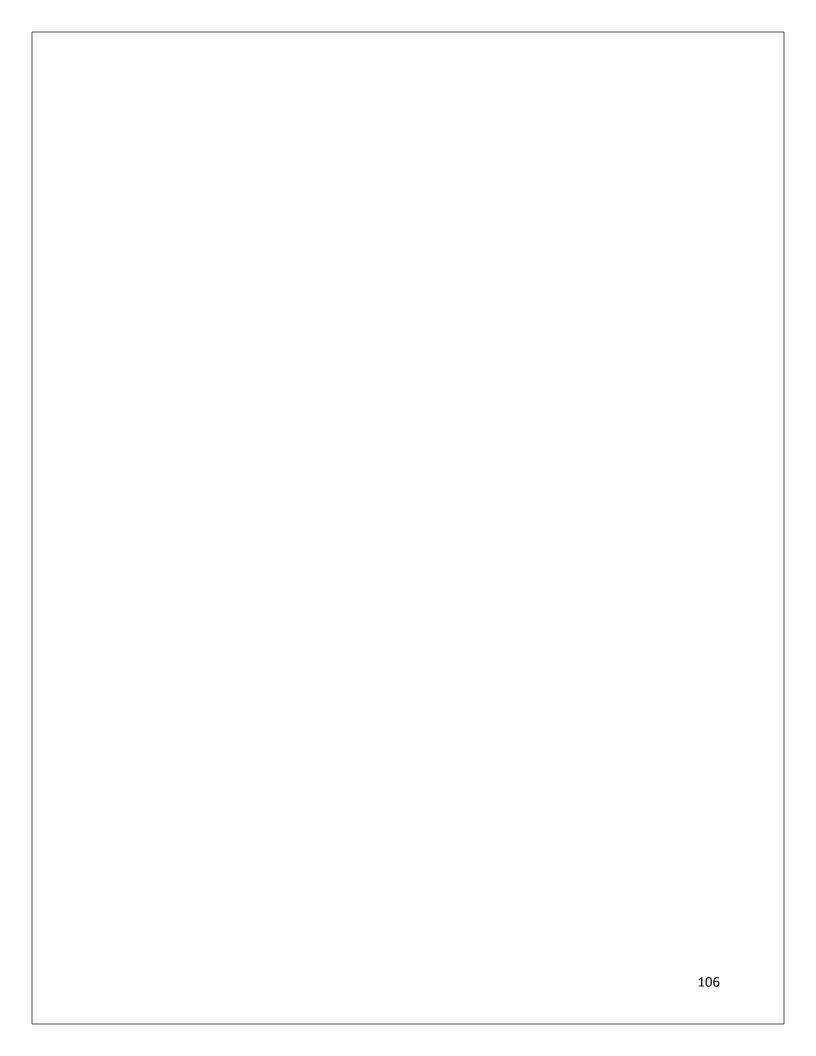5. Abide by all school rules as outlined in the Student Handbook and the Russell County Schools Code of Conduct.

REMOVAL PROCEDURES I understand that I can be dropped from the NC Program for any of the following reasons:	REMOVAL NOTES This form may be used by Administrators, Counselors, and NC Teacher. Please attach all documentation
Failure to show satisfactory progress which will be determined by the NC Program teacher	
Failure to maintain satisfactory attendance	
Deliberate misuse or damage of a computer, software, or other instructional materials	
Cheating by copying or gaining access to another student's coursework	
Failure to follow the Russell County Schools' Code of Conduct	
Failure to comply with the NC Program teacher	

Use additional sheet if needed for documentation.

Your child, _____has been removed from the NC Program based on failure to comply with program requirements.   Future enrollment in the NC Program will be determined by the principal.

Student's Signature_____   Date_____
Administrator's Signature_____   Date_____

Effective Date of Removal_____

Standards Failure Report Index

Standards Report

Student Name (Last, First):_____

Final Grade: _____%

Teacher (Last, First):_____

Term (Circle) 1st sem/ 2nd sem

Subject: Physical Science Core_____

School:

_____

	Physical Science Core			
#	Standards	Not Met	Met	N/A
1	Recognize periodic trends of elements, including the number of values electrons, atomic, size, and reactivity			
2	Identify solutions in terms of components solubility, concentration, and conductivity.			
3	Contrast the formation of ionic and covalent bonds based on the transfer or sharing of valence electrons.			
4	Use nomenclature and chemical formulas to write balanced chemical equations.			
5	Describe physical and chemical changes in terms of endothermic and exothermic process.			
6	Identify characteristics of gravitational, electromagnetic, and nuclear forces			
7	Relate velocity, acceleration, and kinetic energy to mass, distance, force, and time.			
8	Relate the law of conservation of energy to transformation of potential energy, kinetic energy, and thermal energy.			
9	Compare methods of energy transfer by mechanical and electromagnetic waves.			
10	Explain the relationship between electricity and magnetism.			
11	Describe the nuclear composition of unstable isotopes and the resulting changes to their nuclear composition.			
12	Identify metric units for mass, distance, time, temperature, velocity, acceleration, density, force, energy, and power.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Biology Core_____

School: _____

	Biology Core			
#	Standards	Not Met	Met	N/A
1	Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.			
2	Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.			
3	Identify reactants and products associated with photosynthesis and cellular respiration and the purpose of these two processes.			
4	Describe similarities and differences of cell organelles, using diagrams and tables.			
5	Identify cells, tissues, organs, organ system, organisms, populations, communities and ecosystems as levels of organization in the biosphere.			
6	Describe the roles of mitotic and meiotic division during reproduction, growth, and repair of cells.			
7	Apply Mendel's Law to determine phenotype and genotypic probabilities of offspring.			
8	Identify the structure and function of DNA, RNA, and protein.			
9	Differentiate between the previous five-kingdom and currents six-kingdom classification systems.			
10	Distinguish between monocots and dicots, angiosperms and gymnosperms and vascular and nonvascular plans.			
11	Classify animals according to type of skeletal structure, methods of fertilization and reproduction, body symmetry, body coverings, and locomotion.			

12	Describe protective adaptions of animals, including mimicry, camouflage, beak type, migration, and hibernation.			
13	Trace the flow of energy as it decrease through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.			
14	Trace biogeochemical cycles through the environment, including water, carbon, oxygen and nitrogen.			
15	Identify biomes based on environmental factors and native organisms.			
16	Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Chemistry Core_____

School: _____

#	**Chemistry Core** Standards	Not Met	Met	N/A
1	Differentiate among pure substances, mixtures, elements, and compounds.			
2	Describe the structure of carbon chains, branched chains, and rings.			
3	Use the periodic table to identify periodic trends, including atomic radii, ionization energy, electronegativity, and energy levels.			
4	Describe solubility in terms of energy changes associated with the solution process.			
5	Use the kinetic theory to explain states of matter, please changes, solubility, and chemical reactions.			
6	Solve stoichiometric problems involving relationships among the number of particles, moles, and masses of reactants and products in a chemical reaction.			
7	Explain the behavior of ideal gases in terms of pressure, volume, temperature, and number of			

#	Standards			
	particles using Charles's law, Boyle's law, Gary - Lussac's law, the combined gas law, and the ideal gas law.			
8	Distinguish among endothermic and exothermic physical and chemical changes.			
9	Distinguish between chemical and nuclear reactions.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Physics Core_____   School: _____

	Physics Core			
#	Standards	Not Met	Met	N/A
1	Explain linear, uniform circular, and projectile motions using one-and two-dimensional vectors.			
2	Define the law of conservation of momentum.			
3	Explain planetary motion and navigation in space in terms of Kepler's and Newton's laws			
4	Describe quantitative relationship for velocity, acceleration, force, work, power, potential energy, and kinetic energy.			
5	Explain the concept of entropy as it relates to heating and cooling, using the laws of thermodynamics.			
6	Describe wave behavior in terms of reflection, refraction, diffraction, constructive and destructive			

#		Not Met	Met	N/A
	wave interference, and the Doppler effect.			
7	Describe properties of refection, refraction, and diffraction.			
8	Summarize similarities in the calculation of electrical, magnetic, and gravitational forces between objects.			
9	Describe quantitative relationships among charge, current, electrical potential energy, potential difference, resistance, and electrical power for simple series, parallel, or combination direct current (DC) circuits.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 9th Grade World History_____   School: _____

#	9th Grade World History	Not Met	Met	N/A
	Standards			
	1500 to the Present			
1	Describe development in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.			
2	Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.			
3	Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and ward of religion.			

#	Standards			
4	Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of people and ideas.			
5	Describe the rise of absolutism and constitutionalism and their impact on European nations			
6	Identify significant ideas and achievements of scientist and philosophers of the Scientific Revolution and the age of Enlightenment.			
7	Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism			
8	Compare revolutions in Latin American and the Caribbean, including Haiti, Colombia, Venezuela,, Argentina, Chile, and Mexico			
9	Describe the impact of technological inventions, conditions of labor, and the economics theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economics, society, and politics of Europe			
10	Describe the influence of urbanization during the nineteenth century on the Western World			
11	Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East, Asia, economics roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States imperialism.			
12	Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.			

#	Standards Con't	Not Met	Met	N/A
13	Explain challenges of the post- World War II			
14	Describe causes and consequences of World War II			
15	Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin American, including the end of colonial empires.			
16	Describe the role of nationalism, militarism, and civil war in today's world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.			
17	Describe emerging democracies from the late twentieth century to the present.			

Standards Report

Student Name (Last, First):_____ Final Grade: _____%

Teacher (Last, First):_____ Term (Circle) 1st sem/ 2nd sem

Subject: 10th Grade United States History_____ School: _____

	10th Grade United State History	

#	Standards	Not Met	Met	N/A
	United States History to 1877			
1	Contrast effects of economics, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonist, and indigenous Americans.			
2	Compare various early English settlements and colonies on the basis of economics, geography, culture, government, and Native American relations.			
3	Trace the chronology of events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Boston Tea Party, the Intolerance Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the Declaration of Independence			
4	Describe the political system of the United States based on the Constitution and the Bill of Rights			
5	Identify key cases that helped shape the United States Supreme Court, including Marbury verses Madison, McCullough verses Maryland, and Cherokee Nation versus Georgia.			
6	Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.			
7	Describe the development of a distinct culture within the United States between the American Revolution and the Civil War, including the impact of the Second Great Awakening and writings of James Fennimore Cooper, Henry David Thoreau, and Edgar Allan Poe.			
8	Trace the development of efforts to abolish slavery prior to the Civil War.			
9	Summarize major legislation and court decisions form 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, and the Dred Scott decision			
10	Describe how the course, character, and effects of the Civil War influenced the United States.			
11	Contrast congressional and presidential reconstruction plans, including African-American political participation.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 11th Grade United States History_____   School: _____

#	11th Grade United States History	Not Met	Met	N/A
1	Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.			
2	Describe social and political origins, accomplishments, and limitations of Progressivism.			
3	Explain the impact of American imperialism, including the geographic changes due to the Open Door Policy and the Roosevelt Corollary, and the foreign policy of the United States between Reconstruction and World War I.			
4	Describe the causes and impact of the intervention by the United States in World War I.			
5	Describe the impact of social changes and the influence of key figures in the United States from World War 1 through the 1920's, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, and immigration, the Red Scare, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, the Harlem Renaissance, the Great Migration, W.C. Handy, the Jazz Age, and Zelda Fitzgerald.			
6	Describe social and economic conditions from the 1920's through the Great Depression, factors leading to a deepening crisis, and successes and failures associated with the programs and policies of the New Deal.			
7	Explain the entry by the United States into World War II and major military campaigns in the European and Pacific Theaters.			
8	Describe the international role of the United Stated from 1945 through 1960 relative to the Truman Doctrine, Marshall Plan, Berlin Blockade, and NATO.			
9	Describe major domestic events and issues of the Kennedy and Johnson Administrations.			
10	Describe major foreign events and issues of the Kennedy Presidency, including the construction of the Berlin Wall, the Bay of Pigs invasion, and Cuban Missile Crisis.			
11	Trace the course of the involvement of the United States in Vietnam form the 1950s to 1975.			
12	Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the			

		Not Met	Met	N/A
	march on Washington, and the Freedom Ride.			
13	Describe the Women's Movement, the Hispanic Movement, and the Native American Movement during the 1950s and 1960s.			
14	Trace significant foreign policies and issues of presidential administrations from Richard Nixon to the present.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 12th Grade Economics_____   School: _____

	12th Grade Economics			
	Standards	Not Met	Met	N/A
	Economics			
1	Explain the role of scarcity in answering the basic economics questions of what, how, how much, and for whom to produce.			
2	Compare the development and characteristics of the world's traditional, command, and market economics.			
3	Analyze graphs to determine changes in supply and demand and their effect on equilibrium price and quality			
4	Explain the impact of the labor market on the market economy of the United States.			
5	Explain the competitive nature of the market system.			
6	Explain costs and benefits of government intervention in the economy of the United States.			
7	Explain the entry by the United States in to World War II and major military campaign in the European and Pacific Theaters.			
8	Describe the effect of fluctuations in national output and its relationship to the causes and costs of unemployment and inflation.			
9	Describe economic stabilization policies of the United states.			
10	Explain the role of money and the structure of the banking system of the United States.			

| 11 | Explain the past and present impact of the federal reserve bank on the economy of the United States. | | | |
| 12 | Explain basic elements of international trade. | | | |

If additional skills or knowledge need to be related, please describe on a separate page and attach)

Were there specific habits or behaviors that contributed to the student's grade?

What was student's most significant strength in the class?

Was there a particular type of assignment that the student struggled with more than others?

_____   _____

Teacher   Date

Submit this form to the student's counselor when final grades are submitted.

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 12th Grade US Government_____

School: _____

#	12th Grade United States Government			
	Standards	Not Met	Met	N/A
1	Identify origins and functions of government			
2	Analyze purposes, organization, functions, and principles of the Constitution of the United States and the Bill of Rights.			
3	Explain how the federal system of the United States divides powers between national and state governments, including areas of taxation, revenue distribution, federal grants, distribution of entitlements, regulation of interstate commerce, and enforcement of contracts.			
4	Describe specific functions, organization, and purposes of state and local government.			
5	Trace the expansion of suffrage and its effect on the political system of the United States.			
6	Describe the development and functions of special interest groups.			
7	Trace the development and impact of the media on the political process and public opinion in the United States.			
8	Identify roles political parties play in the functioning of the political system of the United States.			
9	Identify constitutional provisions of the legislative branch of the government of the United States.			

10	Identify constitutional provisions of the executive branch of the government of the United States.			
11	Identify constitutional provisions of the judicial branch of the government of the United States.			
12	Contrast rights and responsibilities of citizens in a representative democracy.			
13	Explain the foreign policy of the United States and national security interests as they pertain to the role of the United States in the world community.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: 9th Grade English Language Arts_____   School: _____

#	**9th Grade English Language Arts** Standards	Not Met	Met	N/A
	Reading			
1	Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend ninth-grade recreational reading materials.			
2	Compare the use of language and literary elements and devices, including rhythm , rhyme scheme, time, and plot, in various selections, cultures, and genres			
3	Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.			
	Literature			
4	Identify literary components that contribute to authors' styles.			
5	Identify persuasive strategies, including propaganda, in world literature selections.			
6	Determine word meaning in world literature selections			

	using word analysis and context clues.			
	Writing and Language			
7	Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.			
8	Critique paragraphs for logical progression of sentence.			
9	Identify factors that influence the development of language.			
10	Determine correct use of commas with appositives and direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for divided quotations.			
11	Identify correct use of parallel words, incorrect verb tense shifts within sentences, correct number and tense in verb forms, including regular and irregular verbs, and correct forms of compound nouns, including singular, plural and possessive forms.			
12	Apply the correct use of subject-verb forms depend on the rest of the sentence, with compound subjects, including those joined by or with the second element as singular or plural, and with the subjunctive mood.			
	Research and Inquiry			
13	Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.			
14	Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.			
	Oral and Communication			
15	Identify persuasive strategies in oral and visual presentation.			
16	Evaluate a speech for use of presentation skills, including use of visual aids.			
17	Use supporting details to present a position and to respond to an argument.			

Standards Reports

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: 10ᵗʰ Grade English Language Arts_____

School: _____

#	10ᵗʰ Grade English Language Arts			
	Standards	Not Met	Met	N/A
	Reading			
1	Apply both literal and inferential comprehension strategies, including drawing conclusion and making inferences about characters, motives, intentions, and attitudes in short stories,			

#		Not Met	Met	N/A
	drama, poetry novels, and essays and other nonfiction text.			
2	Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.			
3	Read with literal and inferential comprehension a variety of informational and functional			
	Literature			
4	Recognize fallacious or illogical thought in essays, editorials, and other informational texts.			
5	Compare literary components of carious pre-twentieth century American authors' styles.			
6	Determine word meaning in pre-twentieth century American literature using word structure and context clues.			
	Writing and Language			
7	Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.			
8	Write in a variety of genres for various audiences an occasions, both formal and informal, using an attention-getting opening and an effective conclusion.			
9	Apply principles of Standard English by adjusting vocabulary and style for the occasion			
10	Justify a thesis statement with supporting details from American literature prior to the twentieth century.			
11	Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.			
12	Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender, and nominative objective, and possessive pronoun cases.			
#	Standards Con't	Not Met	Met	N/A
13	Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning, intervening prepositional and appositive phrases; and correlative conjunctions,			
14	Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.			
	Research and inquiry			

15	Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.			
16	Explain the purpose and benefits of using predicting, summarizing, underlining, outlining note taking, and reviewing as part of personal study skills.			
	Oral and Visual Communication			
17	Critique oral and visual presentations for fallacies in logic.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: <u>11th Grade English Language Arts</u>   School: _____

#	11th Grade English Language Arts	Not Met	Met	N/A
	Standards	Not Met	Met	N/A
	Reading			
1	Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly form 1900 to the present			
2	Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.			
3	Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strength and weaknesses of argument, and identifying directions implied or embedded in a passage			
	Literature			
4	Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda			
5	Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect.			
6	Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.			
	Writing and Language			
7	Compare writing styles of two or more American authors or public figures.			
8	Write the texts for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone			
9	Analyze writing for parallelism in literary selections and student writing			
#	Standards	Not Met	Met	N/A
10	Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns a subject when the verb form depends on the rest of the sentences, and subjects in sentences wit correlative conjunction or in inverted order.			

11	Differentiate between the use of active and passive voice.			
	Research and Inquiry			
12	Use the research process to manage, document, organize, and present information to support thesis on a literary topic.			
13	Compare the use of oral presentation skills of self and others			
14	Identify propaganda in non-print media.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: <u>12th Grade English Language Arts</u>   School: _____

#	12th Grade English Language Arts			
	Standards	Not Met	Met	N/A
	Reading			
1	Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly. British short stories, drama, poetry, essays, and other nonfiction literature.			
2	Read with comprehension a variety of informational and functional reading materials, including comparing had and persuasive techniques in passages.			
	Literature			
3	Analyze British literature for style, audience appeal, cultural significance and plus structure.			
4	Determine word meaning in British literature using word structure and context clues.			
5	Compare writing styles of two or more British authors			
	Writing and Language			
6	Write for a variety of purpose, including critical essays on literary topics college application essays, resume cover letters and resume'			
7	Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clause and nominative absolutes.			
8	Revise drafts to increase sentence completely.			
	Research and Inquiry			
9	Use the research process to manage, document, organize and present information to support a thesis or a teacher-approved topic of student interest.			
	Oral and Visual Communication			
10	Critique visual communication for effectiveness.			

11	Evaluate oral presentation skills of self and others for effectiveness.			
12	Analyze non-print media for use of propaganda			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject : Algebra I _____   School: _____

	Algebra I			
#	Standards	Not Met	Met	N/A
1	Simplify numerical expresses using properties of real numbers and order of operations, including those involving square roots, radical form, or decimal approximations.			
2	Analyze linear functions form their equations, slopes, and intercepts.			
3	Determine characteristics of relation, including its domain, range, and whether it is a function, when given graphs, tables of values, mappings, or sets of ordered pairs.			
4	Represent graphically common relations, including = constant, y=constant y=x,y=z,y-x2 , and y={x}			
5	Perform operations of addition, subtraction, and multiplication on polynomial expressions.			
6	Factor binomials, trinomials, and other polynomials using GCF, difference of squares, perfect square trinomials and grouping.			
7	Solve multistep equations ad inequalities including linear, radical, absolute value and literal equations,			
8	Solve systems of linear equations and inequalities in two variable graphically or algebraically.			
9	Solve quadratic equations using the zero product property.			

10	Calculate length, midpoint, and slope of a line segment when given coordinate of its endpoints on the Cartesian plane.			
11	Solve problems algebraically that involve area and perimeter of a polygon, area and circumference of a circle, and volume and surfaces area of tight circular cylinders or right rectangle prisms.			
12	Compare various methods of data reporting, including scatterplots, stem-and-leaf plots, histograms, box-and-whisker plots, and line graphs, to make inferences or predictions.			
13	Identify characteristics of a data set, including measurements or categorical and univariate or bivariate.			
14	Use a scatterplot and its line of best fit or a specific line graph to determine the relationship existing between two sets of data, including positive, negative, or no relationship.			
15	Estimate probabilities given data in lists or graphs.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Algebra II with Trigonometry_____

School: _____

	Algebra II w/Trigonometry			
	Standards	Not Met	Met	N/A
1	Determine the relationships among the subsets of complex numbers.			
2	Simplify expressions involving complex numbers, using order of operations and including conjugate and absolute value.			
3	Analyze families of functions, including shifts, reflections, and =k/x (inverse variation), y=kx (direct variation-y={x} {greatest integer), y=x2 (quadratic), y=ax (exponents=log @x (logarithmic)			
4	Determine approximate real zeros of functions graphically and numerical and exact real zeros of polynomial functions.			

#	Standards	Not Met	Met	N/A
5	Identify the characteristics of quadratic functions from their roots, graphs, or equations.			
6	Perform operations on functions, including addition, subtraction, multiplication, division, and composition.			
7	Solve equations, inequalities and applied problems involving absolute values, radicals, and quadratics over the complex numbers, as well as simple trigonometric, exponential, and logarithmic functions.			
8	Solve systems of linear equations or inequalities in two or three variables using algebraic techniques, including those involving matrices.			
9	Graph trigonometric functions of the form y=a sin (bx), y=a cos (bx), and y=a tan (bx)			
10	Solve general triangles, mathematical problems, and real world applications using the Law of Sines and the Law of Cosines.			
11	Define the six trigonometric functions using ratios of the sides of a right triangle, coordinates on the unit circle, and the reciprocal of other functions.			
12	Verify simple trigonometric identities using Pythagorean and/or reciprocal identities.			
13	Use different forms of representation to compare characteristics of data gathered from two populations.			
14	Determine an equation of linear regression from a set of data.			
15	Calculate probabilities of events using the laws of probability.			

Standards Report

Student Name (Last, First):_____ Final Grade: _____%

Teacher (Last, First):_____ Term (Circle) 1st sem/ 2nd sem

Subject: Algebra III with Statistics_____ School: _____

Algebra III w/ Statistics				
#	Standards	Not Met	Met	N/A
1	Utilize matrices to solve problems manually or with			

	technological tools.			
2	Solve problems involving maximum or minimum values of functions by using linear programming procedures.			
3	Graph comic sections, centered at and rotated about the origin, given the equations.			
4	Graph polynomial functions.			
5	Solve systems of linear and quadratic equations and inequalities.			
6	Approximate solutions of trigonometric and exponential equations from tables and graphs.			
7	Expand powers of binomials using the Binomial Theorem.			
8	Plot points in a polar coordinate system given their coordinated in polar form, a table of values, or an equation.			
9	Compare summary statistics for sets of data represented in a graph, a stem-and-leaf chart, a box-and-whisker graph, a histogram, a linear or quadratic equations of best fit of a scatterplot, and a frequency distribution.			
10	Calculate descriptive statistic of univariate data, including measures of central tendency, measures of dispersion, and measures of positions.			
11	Interpret relationships of bivariate data using linear or quadratic regression and linear correlation.			
12	Test a hypothesis for a study that involves one or two populations, generating the appropriate descriptive statistics.			
13	Calculate probabilities of mutually exclusive, independent, and dependent, events using permutations, combinations, and laws of probability.			
14	Determine the probability of an event using a frequency distribution curve.			
15	Analyze the data from a student-designed study to create a distribution curve and to determine the resulting confidence interval.			
16	Analyze differences among experimental, simulation, and theoretical probability techniques, including the advantages and disadvantages of each.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1ˢᵗ sem/ 2ⁿᵈ sem

Subject: Algebraic Connections_____

School: _____

#	Algebraic Connections Standards	Not Met	Met	N/A
1	Use algebraic and geometric techniques to make financial and economic decisions, including those involving banking and investments, insurance, personal budgets, credit purchases, recreation, and deceptive and fraudulent pricing and advertising.			
2	Solve problems using direct, inverse, and joint variation.			
3	Use formulas or equations of functions to calculate outcomes of exponential growth or decay.			
4	Determine maximum and minimum values of a function using linear programming procedures.			
5	Approximate rates of change of nonlinear relationship from graphical and numerical data.			
6	Use the extreme value of a given quadratic function to solve applied problems.			
7	Make predictions based upon tables or graphs from societal contexts.			
8	Determine missing information in an application-based situation by using the properties of right triangles, including trigonometric ratios.			
9	Analyze the aesthetics of real0life situation using line symmetry, rotational symmetry, or the golden ratio.			
10	Use the length and sector area to solve applied problems.			
11	Critiques the appropriateness of measurements of terms of precision, accuracy, and approximate error.			
12	Use ratios of perimeters, areas, and volumes of similar figures to solve applied problems.			
13	Model a set of data by estimating the equation of a curve of best fit from table of values or scatterplots.			

14	Estimate probabilities given a frequency distribution.	

Standards Report

Student Name (Last, First):_____

Final Grade: _____%

Teacher (Last, First):_____

Term (Circle) 1st sem/ 2nd sem

Subject: Geometry_____

School: _____

#	Geometry Standards	Not Met	Met	N/A
1	Determine the equation of a line parallel or perpendicular to a second line through a given point.			
2	Justify theorems related to pairs of angles, including angels formed by parallel and perpendicular lines, vertical angles, adjacent angles, complementary angles, and supplementary angles.			
3	Verify the relationship among different classes of polygons by using their properties.			
4	Determine the measure of interior and exterior angles associated with polygons.			
5	Solve real-life and mathematical problems using properties and theorems related to circles, quadrilaterals and other geometric shapes.			
6	Apply the Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean Theorem to solve application problems, expressing answers in simplified radical form or as decimal approximations, using Pythagorean triples when applicable.			
7	Use the ratios of the sides of special right triangles to find lengths of missing sides.			
8	Deduce relationships between two triangles, including proving congruence or similarity of the triangles from given information, using them to solve and to establish other relationships.			
9	Use inductive reasoning to make conjectures and deductive reasoning to justify conclusions.			
10	Find the missing measures of sides and angles in right triangles by applying the right triangle definitions of sine, cosine, and			

#		Not Met	Met	N/A
	tangent.			
11	Determine the areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinated of vertices or other characteristics.			
12	Apply distance, midpoint, and slope formulas to solve problems and to confirm properties of polygons.			
13	Identify the coordinates of the vertices of the image of a given polygon that is translated, rotated, reflected or dilated.			
14	Classify polyhedrons according to their properties, including the number of faces.			
#	Standards Con't	Not Met	Met	N/A
15	Calculate measures of areas and sectors of a circle from given information			
16	Calculate surface areas and volumes of solid figures, including spheres, cones, and pyramids.			
17	Analyze sets of data from geometric contexts to determine what, if any relationships exist.			

Standards Report

Student Name (Last, First):_____   Final Grade: _____%

Teacher (Last, First):_____   Term (Circle) 1st sem/ 2nd sem

Subject: Pre-calculus_____

School: _____

#	Pre-calculus Standards	Not Met	Met	N/A
1	Perform the vector operations of additions, scalar multiplication, and absolute value.			
2	Define e using limit forms of			
3	Graph comic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate comics, from second-degree equations.			
4	Analyze the graphs of rational, logarithmic, exponential, trigonometric, and piecewise-defined functions by determining the domain and range, identifying any vertical, horizontal, or oblique asymptotes, and classifying the functions as increasing or decreasing, continuous or discontinuous, and noting the type of discontinuity if one exists.			
5	Analyze the effects of parameter changes on the graphs of trigonometric, logarithmic, and exponential functions.			
6	Apply the laws of logarithms to simplify expressions and to solve equations using common logarithms, natural logarithms, and logarithms with other bases.			

7	Solve trigonometric equations and inequalities using sum, difference, and half-and double-angle identities.	
8	Use parametric equations to represent real life and mathematical situations.	
9	Solve applied problems involving sequences with recurrence relations.	
10	Find limits of functions at specific values and at infinity numerically, algebraically, and graphically.	
11	Convert coordinates, equations, and complex numbers I Cartesian form to polar form and from polar form to Cartesian form.	
12	Determine the equation of a curve of best fit from a set of data by using exponential, quadratic, or logarithmic functions.	