

# WHS Skill Progression Chart

	Strategic Reading	Problem Solving	Research	Collaboration	Technology	Written and Oral Communication	
<b>Skill Mastery Objectives</b>	Upon graduation, students will be able to comprehend, critique, apply, and identify the purpose of information gained from a reading.	Upon graduation, students will be able to analyze a problem, select a solution strategy, monitor progress, and reflect upon a solution.	Upon graduation, students will demonstrate a working understanding of the research process steps.	Upon graduation, students will successfully collaborate with their peers and reflect upon this collaboration	Upon graduation, students will use various forms of technology to increase productivity foster creativity, enhance communication, facilitate collaboration, and become responsible digital citizens.	<u>Written Communication:</u> Upon graduation, students will use their writing to fluently communicate well-organized and fully developed ideas supported by evidence.	<u>Oral Communication:</u> Upon completion of the Core Academies, students will gain experience in presenting and discussing in front of a group
<b>Focus Areas of Skill Development</b>	<b>1. Identify a reading's purpose</b>  <b>2. Select strategies to comprehend a reading such as</b> -Activating Background Knowledge/ Pre-reading -Visualizing -Summarizing and Synthesizing Information  <b>3. Exhibit critical insights through:</b> -Questioning -Determining Importance  <b>4. Apply the reading</b> - Making Inferences/Connections	<b>1. Identify and analyze the problem by:</b> -Create Graphic Organizers such as concept maps, flow charts, timelines, etc.  <b>2. Solution Strategy Implementations such as:</b> - Using inductive /deductive reasoning - Applying the scientific method - Explaining cause and effect  <b>3. Evaluation of progress toward a goal</b>  <b>4. Solution and reflection</b>	<b>1. Task identification</b>  <b>2. Source Identification and Source Location</b>  <b>3. Use of Information (Academic Integrity)</b>  <b>4. Synthesis and Reflection</b>	<b>1. Fulfilled Your Role's Responsibilities</b>  <b>2. Monitored the Group's Effectiveness</b>  <b>3. Managed Time</b>  <b>4. Displayed a Positive Attitude</b>  <b>5. Listened and responded appropriately</b>	<b>1. Increase productivity</b>  <b>2. Foster creativity</b>  <b>3. Enhance communication</b>  <b>4. Facilitate collaboration</b>  <b>5. Promote responsible digital citizenship</b>	<b>1. Ideas/Topic development</b>  <b>2. Evidence</b>  <b>3. Organization</b>  <b>4. Fluency</b>	<b>1. Appropriate and applicable content</b>  <b>2. Eye Contact and Posture</b>  <b>3. Flow</b>  <b>4. Voice Variation</b>

<b>9th Grade Academy Skill Development Pacing</b>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Teachers will engage students in a school-wide emphasis on strategic reading by assigning at least one reading that will require students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 4:</b> Teachers will engage students in a school-wide emphasis on problem solving by assigning one assignment requiring students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1: Presentation(s) during ELA class in LMC regarding research and academic integrity.</li> <li>• <b>Term 3:</b> Teachers will plan an assignment where students can practice the first four steps of the research process as described in the Weymouth High School Research Manual.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective collaboration.</li> <li>• Students will self-assess their performance and their colleague's performance. Teachers can use this feedback to assess the student.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once per course, teachers will plan an assignment where students will use technology to produce a product displaying application of the focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 2:</b> Teachers will engage students in a school-wide emphasis on written communication by assigning at least one piece of writing which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective oral communication.</li> </ul>
<b>9th Grade Portfolio Product</b>	<p>Students demonstrate understanding by completing a reading reflection assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a reflection based upon reading:</i></p> <ul style="list-style-type: none"> <li>- a section from a course textbook</li> <li>- a magazine article</li> <li>- a work of fiction</li> </ul>	<p>Students demonstrate understanding by completing a problem solving assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- products which address the problems of a literary character</li> <li>- participating in a historical simulation</li> <li>- completing a lab and lab report</li> <li>- finishing mathematical proofs</li> </ul>	<p>Students demonstrate understanding by completing a research assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- website evaluation</li> <li>- annotated bibliography</li> <li>- research paper</li> <li>- researching a teacher selected topic</li> </ul> <ul style="list-style-type: none"> <li>• In ELA courses, students will complete a <b>research paper</b>.</li> </ul>	<p>Students demonstrate understanding by completing a collaborative assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as an:</i></p> <ul style="list-style-type: none"> <li>- in-class group assignment</li> </ul>	<p>Students demonstrate understanding by completing a technology assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- utilizing application software to create a product</li> </ul>	<p>Students demonstrate understanding by completing a written communication assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- Formal take home paper</li> <li>- MCAS-style open-response</li> <li>- Lab report</li> <li>- Business Plan</li> </ul>	<p>Students demonstrate understanding by completing an oral communication assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- 5 minute presentation</li> <li>- Small group debate</li> <li>- Demonstration of yesterday's HW</li> </ul>

<b>10th Grade Academy Skill Development Pacing</b>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Teachers will engage students in a school-wide emphasis on strategic reading by assigning at least one reading that will require students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 4:</b> Teachers will engage students in a school-wide emphasis on problem solving by creating one assignment requiring students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 3:</b> Teachers will plan an assignment where students can practice the first four steps of the research process as described in the Weymouth High School Research Manual.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective collaboration.</li> <li>• Students will self-assess their performance and their colleague's performance. Teachers can use this feedback to assess the student.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once per course, teachers will plan an assignment where students will use technology to produce a product displaying application of the focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 2:</b> Teachers will engage students in a school-wide emphasis on written communication by assigning at least one piece of writing which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective oral communication.</li> </ul>
<b>10<sup>th</sup> Grade Portfolio Product</b>	<p>Students demonstrate understanding by completing a reading reflection assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a reflection based upon reading:</i></p> <ul style="list-style-type: none"> <li>- a chapter from a course textbook</li> <li>- a primary source</li> <li>- two thematically related pieces of fiction</li> </ul>	<p>Students demonstrate understanding by completing a problem solving assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- a products which explores societal problems through literature</li> <li>- participating in a historical simulation</li> <li>- completing a lab and lab report</li> <li>- finishing mathematical proofs</li> </ul>	<p>Students demonstrate understanding by completing a research assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- website evaluations</li> <li>- annotated bibliographies</li> <li>- research paper</li> <li>- researching a student selected topic</li> <li>• In ELA courses, students will complete a research paper.</li> </ul>	<p>Students demonstrate understanding by completing a collaborative assignment of grade-appropriate challenge and complexity</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- group assignment</li> <li>- group presentation</li> <li>- group movie project.</li> </ul>	<p>Students demonstrate understanding by completing a technology assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- making a PSA</li> <li>- utilizing application software to create a product</li> <li>- utilizing application software to create a presentation</li> </ul>	<p>Students demonstrate understanding by completing a written communication assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- Formal take home analytical paper</li> <li>- MCAS-style open-response</li> <li>- Lab report</li> <li>- Business plan</li> </ul>	<p>Students demonstrate understanding by completing an oral communication assignment of grade-appropriate challenge and complexity</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- 10 minute presentation</li> <li>- Small group debate</li> <li>- Demonstration of yesterday's HW</li> </ul>

<b>Career Academy Skill Development Pacing</b>	<ul style="list-style-type: none"> <li>• <b>Term 1:</b> Teachers will engage students in a school-wide emphasis on strategic reading by assigning at least one reading that will require students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 4:</b> Teachers will engage students in a school-wide emphasis on problem solving by creating one assignment requiring students to produce a product which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 3:</b> Teachers will plan an assignment where students can practice the first four steps of the research process as described in the Weymouth High School Research Manual.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective collaboration.</li> <li>• Students will self-assess their performance and their colleague's performance. Teachers can use this feedback to assess the student.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once per course, teachers will plan an assignment where students will use technology to produce a product displaying application of the focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Term 2:</b> Teachers will engage students in a school-wide emphasis on written communication by assigning at least one piece of writing which will demonstrate each of the four focus areas.</li> </ul>	<ul style="list-style-type: none"> <li>• At least once during a course, teachers will plan an assignment where students will consciously employ the focus areas of effective oral communication.</li> </ul>
<b>Career Academy Portfolio Product</b>	<p>Students demonstrate understanding by completing a reading reflection assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a reflection based upon:</i></p> <ul style="list-style-type: none"> <li>- a unit from a course textbook</li> <li>- two thematically related primary sources</li> <li>- a scholarly journal article, literary criticism or historiography.</li> </ul>	<p>Students demonstrate understanding by completing a problem solving assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- identifying a real world problem and creating a product to address this problem.</li> </ul>	<p>Students demonstrate understanding by completing a research assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- annotated bibliographies</li> <li>- research paper</li> <li>- researching a career academy related topic.</li> <li>• In ELA courses, students will complete a <b>research paper</b>.</li> </ul>	<p>Students demonstrate understanding by completing a collaborative assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- working with students from another class</li> <li>- working with members of the community</li> </ul>	<p>Students demonstrate understanding by completing a technology assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as:</i></p> <ul style="list-style-type: none"> <li>- making a PSA</li> <li>- making a website</li> <li>- using Web 2.0 tools</li> </ul>	<p>Students demonstrate understanding by completing a written communication assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- Formal take home analytical paper</li> <li>- Lab report</li> <li>- Marketing proposal</li> <li>- Letters to politicians and media outlets</li> </ul>	<p>Students demonstrate understanding by completing an oral communication assignment of grade-appropriate challenge and complexity.</p> <p><i>Such as a:</i></p> <ul style="list-style-type: none"> <li>- 15 minute presentation</li> <li>- Presentation to an audience beyond the classroom.</li> <li>- Debate in front of an audience</li> <li>- teaching a class lesson</li> </ul>