Validation Study III: Alignment of the Texas College and Career Readiness Standards with Courses in Two Career Pathways

Submitted to:

The Texas Higher Education Coordinating Board

October, 2009

Prepared by:

The Educational Policy Improvement Center

Principal Investigator

David T. Conley, PhD

Primary Project Staff

Charis McGaughy, PhD
Derek Brown, MA
Adrienne van der Valk, MS
Brittney Young, MS

Executive Summary

This is the fourth report in a series of five reports resulting from the Texas College and Career Readiness Initiative (TCCRI) established by the Texas Higher Education Coordinating Board (THECB) under contract with the Educational Policy Improvement Center (EPIC) The purpose of the TCCRI is the Facilitation of the Development and Implementation of the College and Career Readiness Standards. The results of the TCCRI include the following:

- Texas College and Career Readiness Standards
- Validation Study I: Alignment of Texas College and Career Readiness Standards with Entry-Level General Education Courses at Texas Postsecondary Institutions
- Validation Study II: Alignment of Texas College and Career Readiness Standards with Entry-Level Career and Technical Education College Courses at Texas Postsecondary Institutions
- **Validation Study III: Alignment of Texas College and Career Readiness Standards with Courses in Two Career Pathways**
- Texas College Readiness Assignments

Texas College and Career Readiness Standards. In 2007, EPIC facilitated the development of the Texas College and Career Readiness Standards (CCRS) in partnership with the THECB and the Texas Education Agency (TEA). Vertical teams of secondary and postsecondary faculty representing all regions of the state engaged in the development process. These standards were adopted by the THECB in January 2008 and approved by the Commissioner of Education later that year. Subsequently, the State Board of Education (SBOE) incorporated the CCRS into the secondary Texas Essential Knowledge and Skills (TEKS), Texas public school curriculum. Under the leadership of TEA, reconstituted vertical teams of secondary and postsecondary faculty assisted TEA and the SBOE in conducting an alignment analysis of the newly adopted CCRS and the secondary TEKS.

Similar to the TEKS alignment analysis, three validation studies conducted by EPIC compared the CCRS with general education and career and technical education college courses to establish the validity of the CCRS as an accurate representation of the key knowledge and skills necessary for college and career readiness and success. The results of each of the validation studies affirm the accuracy of elements of the CCRS and identify areas where additions, deletions, or modifications to the standards should be considered.

Validation Study III: **Alignment of Texas College and Career Readiness Standards with Courses in Two Career Pathways.** The analysis in Validation Study III builds upon two previous studies exploring the relationship between the CCRS and current practice in postsecondary education in Texas. The first, *Validation Study I: Alignment of the Texas College and Career Readiness Standards and Entry-Level General Education Courses at Texas Postsecondary Institutions* (October, 2008; herein referred to as Validation Study I), reported the results of an alignment analysis between the CCRS and what is taught in entry-level general education college courses in Texas postsecondary institutions. The second, *Validation Study II: Alignment of Texas College and Career Readiness Standards with Entry-Level Career and Technical Education Courses at Texas Postsecondary Institutions* (March, 2009; herein referred to as the Validation Study II), reported the results of an alignment analysis conducted to determine the relationship between the CCRS cross-disciplinary standards and the content taught within a representative range of entry-level CTE courses offered at Texas postsecondary institutions.

This study replicates the methodology employed by the two previous efforts. It analyzes the alignment between all of the CCRS (English, mathematics, science, social studies, and cross-disciplinary standards) and two specific CTE course pathways – nursing and computer programming. In particular, this study analyzed the CCRS in relation to the level of preparation necessary for entire CTE career pathways beyond entry-level courses in all five CCRS subject areas.

To determine alignment, faculty members who teach courses typically included in nursing and computer programming pathways at two-year institutions of higher education (IHE) in Texas were invited to participate by completing an online rating exercise in which they described the importance of each of the CCRS to their course. Between August and October of 2009, 115 CTE course instructors representing 22 courses in two course pathways at 27 different postsecondary institutions throughout Texas submitted ratings about the importance of the CCRS in relation to their course(s), resulting in 138 course submissions.

For this study, a standard is considered aligned if one of two criteria is met: 1) the instructors from at least one course within the pathway most frequently reported (modal response) that the standard was *most necessary* or *more necessary* in preparing students to succeed in the course; or 2) the instructors from at least one course within the pathway most frequently selected (modal response) the rationale statement that the standard is: *required*, *not covered in course*; *reviewed only, not re-taught*; or *introduced as new material*. Overall, a standard is considered aligned to a pathway if a standard is considered necessary or is taught in at least one course and that course is necessary for successful completion of a pathway.

The results of the faculty ratings indicate that the CCRS are considered to be 100 percent “necessary” or “taught” in at least one course in all subject areas (English, mathematics, social studies, and cross-disciplinary standards), except for 87 percent of the science standards. Stated another way, every CCRS except for13 percent in science are either necessary for successful preparation or included in at least one course within these two common CTE pathways. The findings offer empirical evidence from current practice that the CCRS are a valid representation of career readiness as indicated by the percentage of alignment between the CCRS and the knowledge students are expected to know or will learn as they progress down common career pathways.

The findings are consistent with the results of the previous two validation studies comparing the CCRS to postsecondary expectations in Texas institutions of higher education. Secondary institutions can use the alignment results to create integrated CTE courses aligned with current postsecondary expectations and practice. Postsecondary institutions can use this information to conduct self-studies of content included in course pathways and to increase consistency between the pathways offered at different institutions. Statewide, this study is a continuing step toward deeper understanding of the knowledge and skills needed for success in select two-year CTE programs.

Table of Contents

Background

In May 2006, the 79th Texas Legislature (Third Called Session) passed House Bill 1, a major piece of legislation that included multiple initiatives related to high school success and college and career readiness. This legislation added Section 28.008, entitled "Advancement of College Readiness in Curriculum," to Chapter 28 of the Texas Education Code. Its goal was to increase the number of students who graduate from Texas high school ready to succeed in college and 21st century careers.

In response to elements of this legislation, the Texas Higher Education Coordinating Board issued a Request for Proposals for the Facilitation of the Development and Implementation of College and Career Readiness Standards (CCRS). The Educational Policy Improvement Center (EPIC) was awarded a four year contract for the project. as part of the Texas College and Career Readiness Initiative (TCCRI). The purpose of the TCCRI is to develop and implement college and career readiness standards and related initiatives to improve alignment between secondary and postsecondary education, resulting in an increased number of students prepared for college and career success.

The TCCRI represents a significant advancement in the field of college and career readiness. No other state has undertaken such a comprehensive approach to identifying, validating, and implementing the knowledge and skills necessary for college success. For the first time, what is being taught in entry-level career and technical education (CTE) courses is systematically analyzed through a representative sample of coursework from two-year postsecondary institutions throughout the state. The findings from this research will enable high school faculty to determine the degree to which what they are teaching is aligned with the knowledge and skills necessary for college success. Furthermore, both high school and postsecondary faculty teaching entry-level CTE courses will have a concrete benchmark against which they can compare the challenge levels of their courses.

Texas College and Career Readiness Initiative Overview

Under the TCCRI, EPIC facilitated the vertical team process to create the CCRS. In addition, EPIC conducted several studies and produced study findings and recommendations for the THECB to ensure policymakers receive appropriate information to support and further the college and career readiness agenda in Texas. Included in the outcomes were the following:

Texas College and Career Readiness Standards

Under the leadership of Coordinating Board and Texas Education Agency staff, EPIC facilitated the development of the Texas College and Career Readiness Standards (CCRS).

Development: In March 2007, vertical teams (VTs) were formed to develop college and career readiness standards specifying the knowledge and skills necessary to succeed in entry-level courses (i.e., non-remedial, general education courses into which entering freshmen are typically placed) at Texas institutions of higher education. The VTs were comprised of secondary and postsecondary instructors in four subject areas: English/language arts, mathematics, science, and social studies. The teams met four times between March and October 2007 and completed interim online homework assignments independently to reach agreement on the CCRS.

Public Comment: On October 25, 2007, the THECB made the draft standards available for public comment. This six-week public comment period drew feedback from over 1,200 Texas residents, representing students, parents, faculty, and administrators from secondary and postsecondary institutions, and the general public. Following the public comment period, the VTs reconvened to discuss and incorporate the comments and modified the standards accordingly before submitting the final draft in January 2008 to the THECB.

Approval: The THECB adopted the Texas CCRS in January 2008 and were approved by the Commissioner of Education later that year. Subsequently, the State Board of Education (SBOE) incorporated the CCRS into the secondary Texas Essential Knowledge and Skills (TEKS), Texas public school curriculum.

Availability: The final report entitled "Texas College and **Career Readin**ess Standards" is available online at: http://www.thecb.state.tx.us/collegereadiness/TCRS.cfm

Organization: The CCRS, which cover four content areas (English/language arts, mathematics, science, and social studies) as well as cross-disciplinary skills, are arranged in four nested levels. The THECB adopted the first three levels; the fourth level includes Performance Indicators intended to serve only as examples. The CCRS are organized into the following outline format:

> **I. Key Content** – overarching or keystone ideas of a discipline that reverberate as themes throughout the curriculum. Example: *II. Algebraic Reasoning*
>
> > **A. Organizing Component** – knowledge and subject areas that organize a discipline around what students should retain, be able to transfer, and apply to new knowledge and skills. Example: *C. Solving equations, inequalities, and systems of equations.*
> >
> > > **1. Performance Expectation** – knowledge and skills that represent the important ideas of the current understanding of each organizing component as well as the multiple contexts in which each organizing component can be manifest. Example: *1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.*
> > >
> > > > **a. Performance Indicator** – examples of how to assess and measure performance expectations. This is not intended to be an exhaustive list. Example: *a. Solve equations and inequalities in one variable (e.g., numerical solutions, including those involving absolute value, radical, rational, exponential, and logarithmic).*

Validation Study I: Alignment of the Texas College and Career Readiness Standards with Entry-Level General Education Courses at Texas Postsecondary Institutions

This study explored the degree of consistency between the CCRS and current practices in entry-level general education courses in Texas. The study established whether and to what degree the CCRS are a valid representation of the knowledge and skills necessary to be ready to succeed in general education courses at Texas postsecondary institutions. The data collection efforts generated a statewide sample of entry-level course documents and materials submitted by higher education faculty. Design teams analyzed this data, resulting in the creation of Reference Course Profiles representing a snapshot of current practice in entry-level courses in Texas. The key elements of the study included:

Data Collection: The Coordinating Board selected 20 entry-level general education courses to include in the study. College Readiness Special Advisors, selected to serve as liaisons between the THECB and the advisors' postsecondary institutions, consulted department heads at their postsecondary institutions to obtain nominations of entry-level college courses that best represented their institutions and the CCRS. Instructors of the courses nominated for inclusion in the study completed the course submission process using a secure website to complete a course profile, upload a course syllabus, and compare the CCRS to the knowledge and skills necessary to succeed in the course. Overall, EPIC collected 960 course submissions, including 913 syllabi and 47 partial submissions, from 813 instructors of entry-level courses to determine how the CCRS compare with actual practice in entry-level college courses in Texas.

Results: Results from the analysis indicate that the CCRS are highly aligned with entry-level college courses in Texas. Rates of alignment by subject area for all standards were 99 percent in social studies, 97 percent in English/language arts, 87 percent in mathematics, and 86 percent in science. For the cross-disciplinary standards, 100 percent are aligned across the four subject areas (90 percent are aligned within each of the four subject areas individually). Whereas all of the CCRS may not be aligned in any single course, an examination across all courses within a given subject area reveals the high degree of alignment between the CCRS and all entry-level courses in that subject.

The other result from this study was the creation of 18 Reference Course Profiles (RCP). The RCP are composite courses designed to represent the content and rigor of what is typically being taught currently in entry-level college courses. They provide a snapshot of current practice and are not intended to represent best practice. A profile includes a course syllabus (with significant detail including course polities, student resources, and CCRS alignment) along with attendant course materials, such as assignments, assessments, and scoring rubrics. The purposes of the RCP are two-fold. At the secondary level, instructors can refer to the materials as they prepare their students for the course content they will encounter when they reach college. At the postsecondary level, the materials serve as a point of comparison that faculty can use when creating or refining entry-level courses. Whereas the use of the RCP is purely voluntary, the goal for institutions of higher education is to ensure that entry-level courses are aligned with the CCRS, contain college-level content, and are cognitively challenging. By making expectations more transparent, the RCP will help students, educators, and policymakers understand more clearly and reach agreement more quickly on the nature of the student preparation necessary for college success.

Validation Study II: Alignment of the Texas College and Career Readiness Standards with Entry-Level Career and Technical Education College Courses at Texas Postsecondary Institutions

This study replicated Validation Study I by exploring the relationship between the CCRS cross-disciplinary standards and Career and Technical Education (CTE) courses to establish the validity of the standards as an accurate representation of the key knowledge and skills necessary for college and career readiness and success. The key elements of the study included:

Data Collection: The Coordinating Board selected nine CTE courses to include in the study. College Readiness Special Advisors consulted department heads at their postsecondary institutions to obtain nominations for CTE courses that best represented their institutions and the CCRS. Instructors of CTE courses nominated for inclusion in the study completed the course submission process using a secure website to complete a course profile, upload a course syllabus, and compare the CCRS cross-disciplinary standards to the knowledge and skills necessary to succeed in the course. Overall, EPIC collected 157 course submissions representing the nine CTE courses from 136 CTE instructors to determine how the CCRS compare with actual practices in CTE courses in Texas and to ascertain the common components of entry-level courses that are well aligned with the CCRS cross-disciplinary standards and highly representative of common practice.

Results: Overall, the findings from this study indicate that every CCRS cross-disciplinary standard is aligned with at least one of the nine CTE courses analyzed. The level of alignment (including standards deemed either necessary for preparation or covered in the course) between the full set of cross-disciplinary standards and the nine CTE course titles analyzed ranged from 100 percent to 66 percent. While the level of alignment of the cross-disciplinary CCRS and any single course included varies, an examination across all CTE courses studied reveals high alignment between the cross-disciplinary skills across a range of typical entry-level CTE coursework.

The other result from this study was the creation of 7 CTE Reference Course Profiles. The CTE Reference Course Profiles created as a result of Validation Study II are intended for the same purposes described in the overview of Validation Study I, above.

Validation Study III: Alignment of the Texas College and Career Readiness Standards with Courses in Two Career Pathways

This study analyzed the alignment between all of the CCRS (English, mathematics, science, social studies, and cross-disciplinary standards) and two specific CTE course pathways—nursing and computer programming. In particular, this study analyzed the CCRS in relation to the level of preparation necessary for entire CTE career pathways beyond entry-level courses in all five CCRS subject areas. The key elements of the study included:

Data Collections: The Coordinating Board selected the nursing and computer programming career pathways because of the high demand or high need for these career pathways. A set of 22 courses determined by the Texas Career Cluster Project to be typical of the courses required to earn an Associate of Arts degree in either nursing or computer programming were analyzed. A total of 115 CTE course instructors representing 22 courses in two course pathways at 27 postsecondary institutions throughout Texas submitted ratings about the importance of the all CCRS in relation to their course(s), resulting in 138 course submissions.

Results: The results of this study indicate that the CCRS are strongly related to what students are expected to know, or will learn how to do, in two common career pathways. The results of the faculty ratings indicate that the CCRS are considered to be "necessary" or "taught" at a rate of 100 percent in at least one course in all subject areas (English, mathematics, social studies, and cross-disciplinary standards), except for 87 percent of the science standards. Stated another way, every CCRS except 13 percent in science are either necessary for successful preparation or included in at least one course within these two common CTE pathways. The findings offer empirical evidence from current practice that the CCRS are a valid representation of career readiness, as indicated by the percentage of alignment between the CCRS and the knowledge students are expected to know or will learn as they progress through common career pathways. Rates of alignment were higher in nursing than in computer programming.

Study Overview

The scope of this study, **Validation Study III: Alignment of Texas College and Career Readiness Standards with Courses in Two Career Pathways**, consists of a single-phase alignment analysis designed to illuminate the relationship between the CCRS and two complete career and technical education (CTE) course pathways. The primary goal of this study is to establish the degree to which the CCRS align with the content of a representative range of CTE courses taught within the nursing and computer programming pathways at Texas postsecondary institutions.

A unique feature of this study is the inclusion of CCRS spanning *all* subject areas, including cross-disciplinary skills (cross-cutting knowledge, skills, and cognitive strategies that underlie and connect all subject areas). This is a departure from *Validation Study II: Alignment of Texas College and Career Readiness Standards with Entry-Level Career and Technical Education College Courses* (herein known as Validation Study II), which analyzed only the cross-disciplinary standards. All standards were included in the current study to get a comprehensive view of all of the knowledge and skills, across subject areas, that are necessary for success in the two most common CTE course pathways.

The CCRS are arranged in four nested levels. The THECB and Commissioner of Education adopted the first three levels of standards statements. The fourth level includes Performance Indicators representing examples of how the Performance Expectations might be assessed, and are only included in the CCRS appendix. This study analyzes the first three levels of the adopted standards. The CCRS are organized as follows (using mathematics standards as an example):

> **I. Key Content** – keystone ideas of a discipline that reverberate as themes throughout the curriculum. Example: *I. Numeric Reasoning*

A. Organizing Component – knowledge and subject areas that organize a discipline around what students should retain, be able to transfer, and apply to new knowledge and skills. Example: *A. Numeric representation*

1. Performance Expectation – knowledge and skills that represent important ideas of the current understanding of each organizing concept as well as the multiple contexts in which each organizing concept can be manifested. Example: *1. Compare real numbers.*

a. Performance Indicator – examples of how to assess and measure performance expectations. This is not intended to be an exhaustive list. Example: *a. Classify numbers as natural, whole, integers, rational, irrational, real, imaginary, and/or complex.*

Study Purpose and Design

This study was designed to answer the following question:

> *How do the standards compare to what is currently taught in two-year nursing and computer programming course pathways at Texas institutions of higher education?*

This question was addressed by replicating the research design from two prior studies: Validation Study I which analyzed and reported on the relationship between the CCRS and entry-level general education courses and Validation Study II which analyzed and reported the relationship between the CCRS and nine entry-level CTE courses offered in Texas institutions of higher education. The alignment study methodology for this study included working with College Readiness Special Advisors to nominate instructors win the nursing and computer programming pathways to participate in the study, developing an online document collection and self-ratings tool, collecting course syllabi and instructor self-ratings for the level of necessity of each CCRS for preparation for the course, providing quality control and technical assistance for all participants, and using the results to analyze and report on the level of alignment between the CCRS and the 22 CTE courses typically included within the two pathways.

There are two key differences between Validation Study I and this study. First, Validation Study I examined entry-level general education courses in English/Language Arts (ELA), mathematics, science, and social studies, subjects explicitly addressed by the content standards of the CCRS. This study examines a representative range of CTE courses typical of nursing and computer programming pathways in Texas institutions of higher education, only some of which are entry-level.

Second, Validation Study I examined the relationship between specific subject area standards and the related entry-level courses (for example, the ELA standards were analyzed against entry-level composition and literature courses). This study compares representative courses within both pathways to the standards, including cross-disciplinary standards, in all subject areas.

There are also two key differences between Validation Study II and this study. First, Validation Study II examined nine different entry-level course titles that enrolled significant numbers of entry-level CTE students statewide. Validation Study III looked instead at courses determined to be typically required for nursing and computer programming two-year degrees by the Texas Career Cluster Project. Specifically, this study examined the courses identified by the Texas Career Cluster Project in these two areas:

1. Therapeutic services (nursing) under the Health Science career cluster; and
2. Computer programming and software development (computer programming) under the Information Technology career cluster.

Nursing and computer programming were chosen by the THECB because they are the two most frequently chosen Associate of Arts degree pathways in Texas.

The second key difference is that Validation Study II asked instructors to rate their courses against only the cross-disciplinary standards within the CCRS, while the CTE Pathways Analysis study asked instructors to rate the importance of standards in every subject area, including the cross-disciplinary standards. All standards in the current

study were included to obtain a comprehensive view of all of knowledge and skills embedded within the pathways, spanning all subject areas.

Data Collection and Analysis Methods

Between August and October of 2009, 115 CTE course instructors representing 22 courses in two course pathways at 27 different postsecondary institutions throughout Texas used a web-based application to rate the importance of the CCRS in relation to their course(s).

Course Data Collection Process

To determine what course pathways to analyze for this study, the THECB identified course pathways among the Associate of Arts degree CTE programs that enrolled the highest numbers of students statewide. EPIC selected the courses to include in each pathway analysis based on the recommendation of the Texas Career Cluster Program, which surveyed CTE degree programs to determine courses most commonly taught within the respective pathways. After the specific courses were identified for data collection, the College Readiness Special Advisors at 64 two-year public postsecondary institutions were contacted to solicit course nominations for each identified course from their respective institutions.

The course numbers and titles selected for the nursing pathway (course numbers contain an "X" because those numbers varied across institutions):

- BIOL 2X02 Anatomy & Physiology II
- BIOL 2X20 Microbiology
- HITT 1X05/MDCA 1X13/SRGT 1X01 Medical Terminology I
- HITT 1X53 Legal and Ethical Aspects of Health Information
- HPRS 1X01 Introduction to Health Professions
- HPRS 1X02 Wellness
- HPRS 1X04 Basic Health Profession Skills
- HPRS 1X05 Essentials of Medical Law & Ethics
- HPRS 1X06 Essentials of Medical Terminology
- HPRS 2X01 Pathophysiology
- MDCA 1X02 Human Disease/Pathophysiology
- MDCA 1X05 Medical Law & Ethics
- PSYC 2X14 Developmental Psychology

- RNSG 1X01 Dosage Calculation
- RNSG 1X07 Nursing Jurisprudence

The course numbers and titles selected for the Computer programming pathway:

- COSC 2315/ITSE 2345 Data Structures
- COSC 2330 Advanced Structure Language
- COSC 2336 Programming Fundamentals III
- CPMT 1305 PC Hardware & Software
- ITSC 1325 PC Hardware
- ITSE 2459 Advanced Computer Programming
- MATH 2313 Calculus

These lists represent the course titles selected for data collection during the current phase of the study and do not represent the complete course pathway within each discipline. In addition to the courses listed above, the nursing pathway includes PSYC 2X01 (General Psychology) and BIOL 2X01 (Anatomy and Physiology I), and the programming pathway includes MATH 1314 (College Algebra). These three courses were previously analyzed during Validation Study I and their alignment levels were included in this analysis to avoid duplication and allow for a thorough examination of each course pathway in its entirety.

Course nominations were collected from College Readiness Special Advisors between July 21 and October 31, 2009. The Special Advisors nominated 232 courses (456 including nominations for the three Validation Study I courses discussed above) by submitting the faculty member's name and contact information and the institution-specific course title when it was known.

In August 2009, instructors whose courses had been nominated received an email asking them to log into the online course review application. The online course review process included the following steps:

1. Consent to Participate: Participating instructors granted the THECB permission to publish, in part or in whole, data based on their responses and any of the documents they submitted. (See Appendix A for a copy of the consent form.)

2. Course Ratings: Instructors were asked to rate the Performance Expectation level of every CCRS including the cross-disciplinary standards. The rating response chosen for each Performance Expectation implied that the same response would apply to the Organizing Component and Key Cognitive Strategy under which the Performance Expectation is nested. The fourth level of the CCRS includes the Performance Indicators, which are not standards per se, but examples of how the standards could be demonstrated and measured. Because the Performance Indicators are only intended to provide examples, they were not included in the ratings analysis. Participating instructors completed an online rating form that asked them to answer the following question for each Performance Expectation: "How necessary is this element in preparing students to succeed in my course?" Respondents chose one of five options: *most necessary, more necessary, less necessary, least necessary,* or *not necessary.* After selecting a response option for each standard, instructors then selected one or more rationale statement(s) to explain the reason they rated the item the way that they did. Respondents again chose one of five options: *required*, *not covered in course*; *reviewed only, not re-taught*; *introduced as new material*; *taught in a subsequent course*; or *irrelevant to course*. (See Appendix B for a list of scale items and rationale statements.) The rationale statements were included to explain the responses. For example, an instructor might designate a standard as *not necessary* or *least necessary* for one of several reasons. The standard might not be necessary to succeed in the course because it was irrelevant to the subject area, or it might be covered in a subsequent course. The rationale statements were particularly valuable in interpreting the reasons why specific standards were found to be inconsistently or not well aligned.

3. Upload Course Materials: Participating instructors were invited to upload key course documents, including syllabi, assignments, assessments, grading rubrics and any other relevant materials. All identifying information was removed.

Overall, instructors at 27 public two-year postsecondary institutions throughout Texas completed course submissions. Table 1 presents an overview of the disposition of all nominated courses.

Table 1: Final Course Status for All Nominated Courses

Course Title	Completed Course Submission	Partial Completed Course Submission	Course Deactivated	No Response	Total
Nursing Pathway					
BIOL 2X01 Anatomy & Physiology I*	48*	4*	0	15*	67*
BIOL 2X02 Anatomy & Physiology II	14	4	0	9	27
BIOL 2X20 Microbiology	9	2	1	8	20
HITT 1X05/MDCA 1X13/SRGT 1X01 Medical Terminology I	8	2	1	6	17
HITT 1X53 Legal and Ethical Aspects of Health Information	7	1	0	3	11
HPRS 1X01 Introduction to Health Professions	6	0	0	1	7
HPRS 1X02 Wellness	1	0	0	2	3
HPRS 1X04 Basic Health Profession Skills	3	0	0	1	4
HPRS 1X05 Essentials of Medical Law & Ethics	2	0	1	1	4
HPRS 1X06 Essentials of Medical Terminology	5	0	0	5	10
HPRS 2X01 Pathophysiology	7	4	0	1	12
MDCA 1X02 Human Disease/Pathophysiology	2	0	0	1	3
MDCA 1X05 Medical Law & Ethics	5	0	0	0	5
PSYC 2X01 General Psychology*	52*	3*	0	19*	74*
PSYC 2X14 Developmental Psychology	14	0	0	4	18
RNSG 1X01 Dosage Calculation	3	1	0	6	10
RNSG 1X07 Nursing Jurisprudence	4	1	0	4	9

Course Title	Completed Course Submission	Partial Completed Course Submission	Course Deactivated	No Response	Total
Programming Pathway					
COSC 2315/ITSE 2345 Data Structures	1	3	1	2	7
COSC 2330 Advanced Structure Language	2	0	3	3	8
COSC 2336 Programming Fundamentals III	2	1	1	3	7
CPMT 1305 PC Hardware & Software	2	2	2	4	10
ITSC 1325 PC Hardware	6	0	1	7	14
ITSE 2459 Advanced Computer Programming	0	3	1	2	6
MATH 1314 College Algebra*	73*	1*	0	9*	83*
MATH 2313 Calculus	11	0	1	8	20
Total	**114**	**24**	**13**	**81**	**232**

**Nominations for these courses were submitted during a previous round of TCCRI data collection. Totals only include course nominations for the current round of data collection to summarize the response rates for the CTE Pathways study. For more information about the data collected for these three courses during the previous study, please refer to the Validation Study I).*

Participating campuses submitted an average of five courses for the study. Table 2 summarizes the distribution of course submissions (completed or partial) by institution type and region for the courses included in the current round of data collection.

Table 2: Distribution of all Course Submissions by Region and Institution Type1

Region	Community College	Technical College	Total
Central	15	0	**15**
Gulf Coast	29	0	**29**
High Plains	2	0	**2**
Metroplex	6	0	**6**
Northwest	8	0	**8**
South	24	10	**34**
Southeast	5	6	**11**
Upper East	6	0	**6**
Upper Rio Grande	13	0	**13**
West	14	0	**14**
Total	**122**	**16**	**138**

Ratings

To determine the level of alignment, the modal (most frequent) instructor response was determined for each individual standard. The modal response was used because the mode is the best statistical measure to describe ordinal data such as the importance ratings. Because the ratings span a range of qualitative responses, reporting the most frequent response captures the data more accurately than a statistical measure that assumes an evenly distributed, linear scale. In addition, this approach is consistent with current practice for determining instructor expectations, and replicating the methodology employed in the other CCRS validity studies enables comparisons. Participants were asked to choose one response ranging from *not necessary* to *most necessary* on a five-item scale for each Performance Expectation. These responses were coded during the data analysis process to correspond to a numerical scale ranging from 1 (*not necessary*) to 5 (*most necessary*). Instructors then selected rationale statements that best explained their responses. (See Appendix B for a list of scale items and rationale statements.) Results are reported in tables that contain the mode for each standard in each course. (See appendices C through W.) In the course level tables, data are color

1 Includes complete and partial submissions.

coded:

- Aligned standards are those with modes of *most necessary* and *more necessary*; these are highlighted in green.
- Inconsistently aligned standards are those with modes of *less necessary*; these are highlighted in yellow.
- Standards that are not aligned with the CCRS are those with modes of *least necessary* or *not necessary*; these are highlighted in red.
- Multimodal standards are those that do not have a most common response; these are highlighted in blue.

Results

This section presents the percentage of alignment between the CCRS and the courses in the nursing and computer programming pathways. A standard is determined to be aligned to a course if it is most frequently rated (modal response) as *most necessary* or *more necessary* by instructors from at least one course within the pathway. A standard is considered aligned to a pathway if a standard is considered *most necessary* or *more necessary* for success in at least one course, and if that course is necessary for successful completion of a pathway. (For a summary of the pathway alignment by standard see Appendix E.)

Table 3 below lists the overall percentage of alignment by pathway, with the combined totals broken down by the five subject areas within the CCRS. The level of alignment when combining all of the results across both career clusters ranges from 100 percent alignment for the cross-disciplinary skills to 50 percent alignment for the science standards.

Table 3: Summary of Ratings Alignment by Pathway and Combined by Subject Area

Section of CCRS	Nursing			Computer Programming			Combined		
	Aligned	Incon-sistently Aligned	Not Aligned	Aligned	Incon-sistently Aligned	Not Aligned	Aligned	Incon-sistently Aligned	Not Aligned
English	86%	14%	0%	45%	30%	25%	86%	14%	0%
Mathematics	37%	37%	26%	73%	27%	0%	77%	23%	0%
Science	46%	38%	16%	18%	16%	66%	50%	38%	11%
Social Studies	75%	25%	0%	6%	19%	75%	75%	25%	0%
Cross-Disciplinary	100%	0%	0%	71%	29%	0%	100%	0%	0%
ALL	**59%**	**29%**	**12%**	**36%**	**21%**	**43%**	**68%**	**27%**	**5%**

This analysis includes data from three courses collected during Validation Study I. The data collected from these three courses are also required for the pathways included in this analysis. The nursing pathway includes PSYC 2X01 (General Psychology) and

BIOL 2X01 (Anatomy and Physiology I), and the programming pathway includes MATH 1314 (College Algebra). Only the cross-disciplinary and the specific subject area standards were rated for these three courses, with the results added to this study so that the instructors who participated previously were not asked to resubmit the same data (more detailed information about these three courses can be found in Validation Study I).

Tables 4 and 5 report the alignment levels by course within the two-year nursing and computer programming career clusters, respectively. For both programs, there is a range of alignment both between courses (some courses being much higher aligned with the CCRS than others) and within courses (some courses being much higher aligned with specific subject area standards than other subject areas). These results confirm the hypothesis that students must be prepared to apply knowledge and skills across subject areas and courses to be successful within these two common career pathways.

Table 4 reports the overall alignment of the CCRS to the level of necessity for successful preparation within the nursing pathway. Regarding the nursing courses, 59 percent of the CCRS were aligned across the pathway, 29 percent were inconsistently aligned, and 12 percent were not aligned. Table 4 also shows the distribution of the level of alignment across the different courses within the pathway. The percent of the CCRS aligned within a course ranges from 34 percent in BIOL 2X02 Anatomy & Physiology II to 5 percent in HPRS 1X01 Introduction to Health Professions (data collected for the courses with asterisks occurred during a previous study that did not require instructors to rate the CCRS in entirety, therefore making the determination of the overall alignment across all standards not possible; the omitted data is treated as missing data in this study).

Table 4: Nursing Summary of Alignment of CCRS

Course Title	Aligned	Inconsistently Aligned	Not Aligned	Multimodal
BIOL 2X01 Anatomy & Physiology I*	4%	1%	2%	0%
BIOL 2X02 Anatomy & Physiology II	34%	7%	54%	6%
BIOL 2X20 Microbiology	31%	2%	61%	7%
HITT 1X05/MDCA 1X13/SRGT 1X01 Medical Terminology I	6%	2%	91%	3%
HITT 1X53 Legal and Ethical Aspects of Health Information	11%	2%	80%	6%
HPRS 1X01 Introduction to Health Professions	5%	2%	84%	10%
HPRS 1X02 Wellness	6%	24%	70%	0%
HPRS 1X04 Basic Health Profession Skills	9%	1%	77%	14%
HPRS 1X05 Essentials of Medical Law & Ethics	8%	0%	65%	27%
HPRS 1X06 Essentials of Medical Terminology	6%	5%	80%	8%
HPRS 2X01 Pathophysiology	12%	2%	77%	8%
MDCA 1X02 Human Disease/Pathophysiology	33%	3%	19%	47%
MDCA 1X05 Medical Law & Ethics	21%	3%	67%	10%
PSYCH 2X01 General Psychology*	19%	7%	3%	1%
PSYC 2X14 Developmental Psychology	26%	3%	68%	4%
RNSG 1X01 Dosage Calculation	11%	1%	76%	12%
RNSG 1X07 Nursing Jurisprudence	28%	7%	52%	12%

**Data for these courses was collected during Validation Study I of the TCCRI. The alignment percentages for these courses do not add to 100% because during Validation Study I, data was only collected for the course's subject specific standards and the cross-disciplinary standards. Standards from the other subject areas were not collected, and are treated as missing data in this study.*

Table 5 reports the results from the computer programming courses. Overall, 36 percent of the CCRS were aligned across the pathway, 21 percent were inconsistently aligned, and 34 percent were not aligned. The percent of the CCRS aligned within an individual course ranges from 21 percent in MATH 2313 Calculus to 2 percent in CPMT 1305 PC Hardware & Software. (See Appendix F for a summary of all highly aligned Performance Expectations.)

Table 5: Computer Programming Summary of Alignment of CCRS

Course Title	Aligned	Inconsistently Aligned	Not Aligned	Multimodal
COSC 2315/ITSE 2345 Data Structures	15%	5%	67%	14%
COSC 2330 Advanced Structure Language	12%	0%	56%	33%
COSC 2336 Programming Fundamentals III	15%	5%	56%	23%
CPMT 1305 PC Hardware & Software	2%	2%	65%	29%
ITSC 1325 PC Hardware	10%	2%	81%	7%
ITSE 2459 Advanced Computer Programming	No Response			
MATH 1314 College Algebra*	11%	8%	10%	1%
MATH 2313 Calculus	21%	4%	73%	4%

**Data for this course was collected during Validation Study I of the TCCRI. The alignment percentages from this course do not add to 100% because during Validation Study I, data was only collected for the course's subject specific standards (mathematics) and the cross-disciplinary standards. Standards from the other subject areas were not collected, and are treated as missing data in this study.*

Adjusted Results Including Rationale Statements

The summary data presented above only reported the results of the faculty responses to the question, "How necessary is this element in preparing students to succeed in my course?" Respondents chose one of five options: *most necessary, more necessary, less necessary, least necessary,* or *not necessary.* In addition to this question, instructors were then asked to provide one or more explanatory rationale statement(s) to explain the reason for their rating. Respondents again chose one of five options: *required*, *not covered in course*; *reviewed only, not re-taught*; *introduced as new material*; *taught in a subsequent course*; or *irrelevant to course*. (See Appendix B for a list of scale items and rationale statements.) The rationale statements were included to explain the responses. For example, an instructor might designate a standard as *not necessary* or *least necessary* because the standard is irrelevant to the subject area and therefore not necessary to succeed in the course or because it is covered in a subsequent course.

The additional information offered through the explanatory rationale statements provides an even deeper understanding of the relationship between the CCRS and the nursing and computer programming course pathways. Examining the rationale statements is particularly valuable for interpreting why specific standards are inconsistently or not well

aligned. A review of the most common (modal) rationale statements explaining why the standards are less necessary for successful preparation indicates that students are expected to know the standard coming into the course or that the standard is reviewed in the course.

The data for this study can be analyzed in two ways. The first way, as reported in Tables 3 through 5 above, offers the percentage of alignment based on the faculty ratings alone. The second way, as reported in Table 6, combines the faculty ratings with the explanatory rationale statements to list the "Cumulative Percent of Aligned Ratings." This cumulative percentage data combines all standards that received modal rankings of either required, reviewed, or introduced as new material. Stated another way, alignment is by combining instructor ratings of importance and the rationale statements that indicate the standard will be taught in the course. The standard is considered aligned because it is necessary or taught. When combining the ratings and rationale statements across all courses included in this study, the CCRS are 100 percent necessary or taught in all subject areas except science, with 87 percent.

Table 6: Summary of Ratings Alignment by Pathway and Combined by Subject Area

Section of CCRS	Nursing		Computer Programming		Combined	
	Percent Aligned Using Ratings	Percent of Standards Necessary or Taught	Percent Aligned Using Ratings	Percent of Standards Necessary or Taught	Percent Aligned Using Ratings	Percent of Standards Necessary or Taught
English	86%	100%	45%	77%	86%	100%
Mathematics	37%	77%	73%	100%	77%	100%
Science	46%	82%	18%	37%	50%	87%
Social Studies	75%	100%	6%	31%	75%	100%
Cross-Disciplinary	100%	100%	71%	100%	100%	100%
ALL	**59%**	**88%**	**36%**	**61%**	**68%**	**94%**

Table 7 provides the comparison of the alignment levels using only ratings for the nursing pathway. The adjusted percent of the CCRS aligned with a course ranges from 81 percent for MCA 1X02 Human Disease/Pathophysiology to 9 percent for HITT 1X05 Medical Terminology I. This higher level of alignment suggests that many nursing faculty members do not expect prior knowledge of the CCRS to be necessary for student success in their course, but that the knowledge or skills will be taught within the course.

Table 7: Nursing Summary of Standards Necessary or Taught

Course Titles*	Percent Aligned Using Ratings	Percent of Standards Necessary or Taught
BIOL 2X02 Anatomy & Physiology II	34%	48%
BIOL 2X20 Microbiology	31%	48%
HITT 1X05/MDCA 1X13/SRGT 1X01 Medical Terminology I	6%	9%
HITT 1X53 Legal and Ethical Aspects of Health Information	11%	22%
HPRS 1X01 Introduction to Health Professions	5%	18%
HPRS 1X02 Wellness	6%	33%
HPRS 1X04 Basic Health Profession Skills	9%	24%
HPRS 1X05 Essentials of Medical Law & Ethics	8%	33%
HPRS 1X06 Essentials of Medical Terminology	6%	14%
HPRS 2X01 Pathophysiology	12%	22%
MDCA 1X02 Human Disease/Pathophysiology	33%	81%
MDCA 1X05 Medical Law & Ethics	21%	34%
PSYC 2X14 Developmental Psychology	26%	32%
RNSG 1X01 Dosage Calculation	11%	29%
RNSG 1X07 Nursing Jurisprudence	28%	41%

**This summary only includes the data for the 15 courses collected during this round of data collection for the nursing pathway.*

Table 8 offers comparisons of the alignment levels for the computer programming pathway. In particular, it shows the distribution of the level of alignment across the different courses. The adjusted percent of the CCRS aligned within a course ranges from 44 percent for COSC 2330 Advanced Structure Language and COSC 2336 Programming Fundamentals III to 24 percent for ITSC 1325 PC Hardware. The increase in the alignment percentages is similar to that of nursing, again indicating that many faculty members do not expect prior knowledge of the CCRS and that they will teach the knowledge or skills within the courses.

Table 8: Computer Programming Summary of Standards Necessary or Taught

Course Title*	Percent Aligned Using Ratings	Percent of Standards Necessary or Taught
COSC 2315/ITSE 2345 Data Structures	15%	37%
COSC 2330 Advanced Structure Language	12%	44%
COSC 2336 Programming Fundamentals III	15%	44%
CPMT 1305 PC Hardware & Software	2%	39%
ITSC 1325 PC Hardware	10%	24%
ITSE 2459 Advanced Computer Programming	No Response	
MATH 2313 Calculus	21%	28%

**This summary only includes the data for the 7 courses collected during this round of data collection for the computer programming pathway.*

Nursing Pathway

Differences between the nursing and computer programming pathways became apparent in the data. Nursing emerged with a higher percentage of CCRS alignment in all areas except mathematics. The importance of the cross-disciplinary skills was another finding. Within the set of nursing courses, all 45 cross-disciplinary standards (or 100 percent) were aligned across the pathway, meaning that every standard was considered aligned within at least one of the courses in the pathway.

Table 9 presents the relationship between nursing and the CCRS. It notes the percentage of alignment based on combining the faculty ratings and the explanatory rationale statements (i.e. “Cumulative Percent of Aligned Ratings”) broken down into the Key Content areas within each of the five CCRS subject areas. The Key Content areas represent the organizing structure of the subject area and keystone ideas of the discipline. This level of analysis is illuminating when considering a secondary program of study within the CTE arena. Of the 32 Key Content areas for nursing, 23 -- including all English, social studies and cross-disciplinary Key Content. – were found to be 100 percent necessary or taught within at least one required nursing course. Four more Key Content areas have more than 80 percent alignment. The Key Content areas with the lowest levels of alignment were Measurement Reasoning and Functions (mathematics)

and Earth and Space Sciences with 63 percent alignment, and Physics with 56 percent alignment.

The lower percentages of alignment in nursing might be explained, at least in part, by the nature of the specific content expertise related to nursing. While a general knowledge of life sciences and algebra appears to be important, specific knowledge of other sciences and mathematics areas is less important. However, nursing candidates need to have mastered a broad range of foundational and applied skills, such as literacy and communication; problem solving and reasoning; scientific ways of learning and thinking; perspectives on diverse human experiences; and analysis, synthesis and evaluation of information.

Table 9: Alignment of Nursing Pathway to CCRS Key Content

CCRS Key Content	Percent Alignment Using Ratings			Percent of Standards Necessary or Taught
	Aligned	Inconsistently Aligned	Not Aligned	
English				
I. Writing	100%	0%	0%	100%
II. Reading	70%	30%	0%	100%
III. Speaking	100%	0%	0%	100%
IV. Listening	100%	0%	0%	100%
V. Research	100%	0%	0%	100%
Mathematics				
I. Numeric Reasoning	75%	25%	0%	100%
II. Algebraic Reasoning	50%	50%	0%	100%
III. Geometric Reasoning	100%	0%	0%	91%
IV. Measurement Reasoning	38%	13%	50%	63%
V. Probabilistic Reasoning	67%	33%	0%	100%
VI. Statistical Reasoning	33%	67%	0%	89%
VII. Functions	17%	50%	33%	67%
VIII. Problem Solving and Reasoning	70%	30%	0%	100%
IX. Communication and Representation	63%	38%	0%	100%
X. Connections	20%	80%	0%	100%
Science				
I. Nature of Science: Scientific Ways of Learning and Thinking	100%	0%	0%	100%

CCRS Key Content	Percent Alignment Using Ratings			Percent of Standards Necessary or Taught
II. Foundation Skills: Scientific Applications of Mathematics	72%	22%	0%	78%
III. Foundation Skills: Scientific Applications of Communication	100%	0%	0%	100%
IV. Science, Technology, and Society	100%	0%	0%	100%
V. Cross-Disciplinary Themes	100%	0%	0%	100%
VI. Biology	85%	15%	0%	100%
VII. Chemistry	26%	67%	7%	93%
VIII. Physics	8%	44%	49%	56%
IX. Earth and Space Sciences	0%	75%	25%	63%
X. Environmental Science	19%	69%	13%	81%
Social Studies				
I. Interrelated Disciplines and Skills	65%	35%	0%	100%
II. Diverse Human Perspectives and Experiences	88%	13%	0%	100%
III. Interdependence of Global Communities	25%	75%	0%	100%
IV. Analysis, Synthesis and Evaluation of Information	92%	8%	0%	100%
V. Effective Communication	100%	0%	0%	100%
Cross-Disciplinary				
I. Key Cognitive Skills	100%	0%	0%	100%
II. Foundational Skills	100%	0%	0%	100%

Computer Programming Pathway

Table 10 presents the relationship between computer programming and the CCRS. It shows the levels of alignment based on the necessity ratings ("Percent Alignment Using Ratings") and the adjusted alignment levels, including all standards determined to be relevant by faculty ("Percent of Standards Necessary or Taught") broken down into the Key Content areas within each subject. The Key Content areas represent the organizing structure of the subject area and keystone ideas of the discipline. This level of analysis is illuminating when considering a secondary program of study within the CTE arena. Of the 32 Key Content areas for computer programming, 20 Key Content areas were found to be 100 percent necessary or taught within a course from the computer programming

career cluster. All Key Content areas within mathematics and the cross-disciplinary skills are 100 percent aligned. For the remaining 12 Key Content areas, three have over 70 percent alignment, another had 44 percent alignment, and still another had 38 percent alignment. The seven Key Content areas with the lowest alignment are in science (including Biology, Chemistry, Earth and Space Sciences, and Environmental Science) and social studies (including Interrelated Disciplines and Skills, Diverse Human Perspectives and Experiences, and Interdependence of Global Experiences).

Different results for computer programming and nursing can be explained by the fact that the knowledge and skills necessary to becoming a successful programmer and nurse differ. In particular, broader expertise is needed in nursing. For example, a school nurse requires a different overall set of knowledge and skills than a nurse specializing in geriatric oncology. The nursing career pathway reflects this broader base of preparation. Computer programming also offers a range of career opportunities, but the knowledge needed is more specified and focuses on the technical expertise. Clearly, however, the CCRS include foundational and applied knowledge and skills – such as strong literacy and communication skills, a deep understanding of mathematics, and a strong foundation in the understanding of and ability to apply scientific ways of learning and thinking – that are necessary for success in the computer programming arena.

Table 10: Alignment of Computer Programming Pathway to CCRS Key Content

CCRS Key Content	Percent Alignment Using Ratings			Percent of Standards Necessary or Taught
	Aligned	Inconsistently Aligned	Not Aligned	
English				
I. Writing	20%	80%	0%	100%
II. Reading	70%	30%	0%	70%
III. Speaking	40%	60%	0%	100%
IV. Listening	50%	50%	0%	100%
V. Research	100%	0%	0%	100%
Mathematics				
I. Numeric Reasoning	100%	0%	0%	100%
II. Algebraic Reasoning	100%	0%	0%	100%

CCRS Key Content	Percent Alignment Using Ratings			Percent of Standards Necessary or Taught
III. Geometric Reasoning	55%	45%	0%	100%
IV. Measurement Reasoning	75%	25%	0%	100%
V. Probabilistic Reasoning	0%	100%	0%	100%
VI. Statistical Reasoning	11%	89%	0%	100%
VII. Functions	100%	0%	0%	100%
VIII. Problem Solving and Reasoning	100%	0%	0%	100%
IX. Communication and Representation	100%	0%	0%	100%
X. Connections	80%	20%	0%	100%
Science				
I. Nature of Science: Scientific Ways of Learning and Thinking	54%	46%	0%	100%
II. Foundation Skills: Scientific Applications of Mathematics	72%	28%	0%	100%
III. Foundation Skills: Scientific Applications of Communication	75%	25%	0%	100%
IV. Science, Technology, and Society	20%	60%	20%	80%
V. Cross-Disciplinary Themes	11%	33%	56%	44%
VI. Biology	0%	0%	100%	4%
VII. Chemistry	0%	4%	96%	7%
VIII. Physics	10%	21%	69%	38%
IX. Earth and Space Sciences	0%	0%	100%	0%
X. Environmental Science	0%	0%	100%	0%
Social Studies				
I. Interrelated Disciplines and Skills	0%	0%	100%	0%
II. Diverse Human Perspectives and Experiences	0%	13%	88%	13%
III. Interdependence of Global Communities	0%	0%	100%	0%
IV. Analysis, Synthesis and Evaluation of Information	8%	54%	38%	85%
V. Effective Communication	67%	33%	0%	100%
Cross-Disciplinary				
I. Key Cognitive Skills	89%	11%	0%	100%
II. Foundational Skills	58%	42%	0%	100%

Data Limitations

A low response rate from instructors might limit some generalizations. The initial research design sought 10 completed course submissions per course title for each of the 22 courses included in the data collection for this study. As reported in Table 1, three courses fully met this goal (BIOL 2X02 Anatomy and Physiology II, PSYC 2X14 Developmental Psychology, and MATH 2313 Calculus).

In the computer programming course cluster, particular caution is needed. Two of the seven courses had more than five completed respondents, three courses had two completions each, one course had one respondent, and one course had no completed responses. See Table1 for details on response rates.

Three reasons for the low response rate were identified: (1) lack of responsiveness on the part of the College Readiness Special Advisors (CRSAs), (2) the amount of time required for faculty to review all the TCCRS, and (3) the difficulty of identifying courses commonly offered in the two pathways across institutions.

CSRAs' hesitation to nominate faculty members was an unexpected challenge. During the first CTE study, EPIC sought nominations for only nine courses and received 211 responses. For the career pathways study, EPIC sought nominations for 22 courses and received 232 responses. EPIC staff called 29 CRSAs who nominated few or no faculty members. The CRSAs who responded this follow-up effort (approximately 30 percent of the total to whom EPIC staff placed phone calls) explained that their institution did not offer the courses or that the faculty they approached refused to participate.

The CRSAs further indicated that the low response rate resulted from amount of time it would take faculty to rate all of the TCCRS, and that some faculty were receiving compensation for participation in the study and some were not. The THECB staff also called 38 faculty members who had been nominated but did not participate in the analysis. Again, lack of time was a consistent reason for opting out of participation

among the 10 instructors who responded. Five additional instructors asserted that they did not in fact teach the course(s) for which they had been nominated. Only 49 percent of nominated faculty completed surveys.

Identifying the courses to include in the pathways analysis and the availability of these courses statewide were the final challenges. EPIC reviewed course catalogs and contacted individual institutions to determine which courses are typical of the nursing and computer programming two-year course pathways, but found very little consistency among community and technical colleges. EPIC then contacted staff from the Texas Career Cluster Project to use the findings from their research. Courses in therapeutic services (nursing) under the Health Science career cluster as well as computer programming and software development (computer programming) under the Information Technology career cluster were identified. As the course nomination process proceeded, it became clear that few schools offered either complete pathway. Also, some of the courses were offered at a limited number of institutions. One course was offered at only two of them.

The preliminary conclusion that these two course pathways are not consistently implemented among institutions was reinforced by a state-funded project to determine the most consistent pathways. It found course combinations that occur relatively infrequently. For this study, inadequate consistency among pathways and courses statewide contributed directly to the relatively low numbers of course nominations and completions for certain courses

Conclusions

These findings are consistent with the results of the previous two alignment studies that compared the CCRS to postsecondary expectations in Texas institutions of higher education. An evidentiary base that documents the relationship between the CCRS and the knowledge and skills necessary for college and career readiness in Texas is emerging from these studies. The first study, referred to as Validation Study I,

determined that the CCRS are a valid representation of the knowledge and skills necessary for college readiness in credit-bearing, entry-level general education courses. The second study, Validation Study II, which explored the relationship between the CCRS and career readiness by examining the level of necessity of the cross-disciplinary skills for success in entry-level CTE courses, found every cross-disciplinary skill to be aligned with at least one of the entry-level CTE courses. The third and current study, known as the CTE Pathways Study, explored the relationship between all of the CCRS in all subject areas (including the cross-disciplinary skills) and the two most frequently selected CTE two-year degree programs in Texas.

The strongest finding across all three studies is that the cross-disciplinary skills in the CCRS are highly aligned with career pathway courses, as summarized in Table 11.

Table 11: Comparison of 3 CCRS Validity Studies Results

Cross-Disciplinary Results		
Study	**Description of Study**	**% Cross-disciplinary Standards Aligned**
Validation Study I	Level of alignment between 20 entry-level general education courses and the CCRS	100%
Validation Study II	Level of alignment between 9 entry-level CTE course and cross-disciplinary standards only	100%
Validation Study III	Level of alignment between CTE nursing and computer programming course pathways and the CCRS	100%

Although the small sample size for some courses in this data suggests caution in generalizing specific relationships, the responses offer insight into the overall relationship between the CCRS and career pathways. Table 12 lists the percentage of standards necessary or taught within each CCRS Key Content area across all courses. The results show that all of the Key Content in English, mathematics, social studies, and cross-disciplinary areas are either necessary for success or are taught in at least one course.

In science, the subject area with mixed results, Physics was aligned at 69 percent and Earth and Space Sciences at 63 percent. This suggests that specific scientific content knowledge at a detailed level in these two areas might be less important than a strong foundation in the understanding of and ability to apply scientific ways of learning and thinking. In short, the ability to think like a scientist, enabling a student to learn career-specific scientific content knowledge, could be the most important attribute for students pursuing career pathways in the areas reported on in this study.

Table 12: Overall CTE Alignment to CCRS Key Content

CCRS Key Content	Percent of Standards Necessary or Taught in at Least One Course
English	
I. Writing	100%
II. Reading	100%
III. Speaking	100%
IV. Listening	100%
V. Research	100%
Mathematics	
I. Numeric Reasoning	100%
II. Algebraic Reasoning	100%
III. Geometric Reasoning	100%
IV. Measurement Reasoning	100%
V. Probabilistic Reasoning	100%
VI. Statistical Reasoning	100%
VII. Functions	100%
VIII. Problem Solving and Reasoning	100%
IX. Communication and Representation	100%
X. Connections	100%
Science	
I. Nature of Science: Scientific Ways of Learning and Thinking	100%
II. Foundation Skills: Scientific Applications of Mathematics	100%
III. Foundation Skills: Scientific Applications of Communication	100%
IV. Science, Technology, and Society	100%
V. Cross-Disciplinary Themes	100%
VI. Biology	100%
VII. Chemistry	93%
VIII. Physics	69%
IX. Earth and Space Sciences	63%
X. Environmental Science	81%
Social Studies	
I. Interrelated Disciplines and Skills	100%
II. Diverse Human Perspectives and Experiences	100%
III. Interdependence of Global Communities	100%
IV. Analysis, Synthesis and Evaluation of Information	100%
V. Effective Communication	100%

CCRS Key Content	Percent of Standards Necessary or Taught in at Least One Course
Cross-Disciplinary	
I. Key Cognitive Skills	100%
II. Foundational Skills	100%

The results of this study indicate that the CCRS are strongly related to what students are expected to know, or will learn how to do, in two common career pathways. Because each career pathway is complex and unique, additional studies could help further specify the knowledge and skills necessary for successful CTE postsecondary preparation. Furthermore, instructors need to have an opportunity to identify any additional content-specific or cross-disciplinary skills not included in the CCRS. Faculty members that participated in this study were only asked to rate the existing CCRS, not to identify any omitted knowledge or skills that are also necessary for success.

This study also revealed the inconsistency of coursework related to specific career pathways statewide. The work of the Texas Career Cluster Project has taken important steps in exploring career clusters by identifying the baseline structures and availability statewide relative to career pathways. This information is a critical precursor to further exploration of alignment between career pathways and the CCRS. A thorough inventory of available pathways and their requirements would also be quite useful to high schools that want to align their CTE programs with postsecondary career pathways. Ultimately, increased consistency in the courses that compose career pathways statewide would also help students better prepare to meet their career goals.

Table 12 above can help guide secondary educators to align their CTE courses with the CCRS to develop high school programs focused on career pathways. One important caveat is that the CCRS are meant to function as a cumulative model; the more CCRS the students are able to demonstrate effectively, the higher the probability the students will succeed in postsecondary CTE programs. When developing CTE programs, the CCRS should not be used as a checklist per se, but as a guide that points out areas that

need to be included and addressed. For example, the consistent evidence supporting the value of the cross-disciplinary skills suggests that should be a priority in developing any program preparing students for postsecondary career pathway studies.

The information yielded by the Validation III study could be utilized to further assist CTE educators in implementing the CCRS. Educators working with high school CTE programs can use these finding to develop rich programming that both aligns with the CCRS and prepares students for success in CTE courses. For postsecondary CTE programming, institutions can use this information to conduct self-studies for consistency of expectations and course offerings, and building stronger partnerships with their secondary and postsecondary counterparts to increase alignment and transparency as students transition between the systems.

Finally, all three validation studies conducted to date have found that the CCRS to be aligned with expectations and practice in Texas postsecondary institutions. As a result, the CCRS can be used with confidence as a key resource to assist educators in aligning curriculum, instruction, and assessments with college and career readiness, and to help postsecondary faculty members better understand how their courses relate to a general set of readiness standards.

Appendix A: Consent Form

Online Consent Form for Career and Technical Education Course Instructors

You are invited to participate in The Texas College and Career Readiness Initiative, a research study conducted by the Educational Policy Improvement Center (EPIC) on behalf of the Texas Higher Education Coordinating Board (THECB). This study seeks to improve alignment between secondary and postsecondary education in Texas through the development and implementation of College and Career Readiness Standards. The College and Career Readiness Standards (CCRS) were developed during the first phase of the study and were adopted by the THECB on January 24, 2008.

You were selected for participation in this study because a course that you teach was nominated as one that may strongly reflect the CCRS. As a participant in this study, you will be asked to submit a course syllabus and identify the instructional priorities and practices used throughout the course as they relate to the CCRS.

All tasks for this study will be conducted online. Therefore, in order to participate, you will need to have access to a computer with Internet capability. This will allow you to complete the tasks at a time and location that is convenient for you. We estimate that the tasks in this study will take approximately 2 hours to complete. For additional convenience, you will have the option to save your work and continue at a later time.

Your participation is voluntary. If you decide not to participate, you are free to withdraw your consent and discontinue participation at any time. Any identifying information that is obtained in connection with this study will remain confidential and will be disclosed only with your permission.

Please select (by checking the box) one of the following options for participation:

☐ Yes – I agree to participate in this study. I have read and understand the information provided above and I authorize EPIC to use the course documents I provide, in part or in whole, for the current and future studies. I grant permission to the Texas Higher Education Coordinating Board to publish, in part or in whole, any of the documents I provide. I understand that I will be responsible for removing all identifying information regarding instructor name(s), instructor contact information, and institution name from documents I submit. However, EPIC will make all efforts to remove identifying information that I may have missed.

☐ No – I do not wish to participate at this time.

For questions regarding rights as a research subject, contact the Office for Protection of Human Subjects, University of Oregon, Eugene, OR 97403, (541) 346-2510. This office oversees the review of research to protect your rights and is not involved with this study.

Appendix B: Scale Items & Rationale Statements

SCALE:

Standard is:

- Most necessary for preparation to succeed in this course
- More necessary for preparation to succeed in this course
- Less necessary for preparation to succeed in this course
- Least necessary for preparation to succeed in this course
- Not necessary for preparation to succeed in this course

RATIONALE:

Standard is:

- Required, not covered in course
- Reviewed only, not re-taught
- Introduced as new material
- Taught in a subsequent course
- Irrelevant to course

Appendix C: Nursing Course Level Alignment Results

BIOL 2X02 Anatomy & Physiology II

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	17	4	41%	Aligned	Reviewed only, not re-taught	35%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	17	4	35%	Aligned	Required, not covered in course	41%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	17	4	47%	Aligned	Required, not covered in course; Reviewed only, not re-taught	35%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	17	2	35%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	17	4	29%	Aligned	Required, not covered in course	47%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	17	4	47%	Aligned	Required, not covered in course	65%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	17	5	65%	Aligned	Required, not covered in course	41%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	17	5	41%	Aligned	Required, not covered in course	47%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	17	5,4	41%	Aligned (Multimodal)	Required, not covered in course	35%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	17	4	35%	Aligned	Required, not covered in course	35%
Performance Expectation	6. Analyze imagery in literary texts.	17	1	71%	Not Aligned	Irrelevant to course	82%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	17	1	53%	Not Aligned	Irrelevant to course	71%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	17	1	53%	Not Aligned	Irrelevant to course	76%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	17	2	35%	Not Aligned	Irrelevant to course	47%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	17	1	65%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	17	2	35%	Not Aligned	Irrelevant to course	47%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	17	5	71%	Aligned	Introduced as new material	47%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	17	5	59%	Aligned	Introduced as new material	53%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	17	5	41%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	29%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	17	1	82%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	17	1	82%	Not Aligned	Irrelevant to course	94%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	17	1	76%	Not Aligned	Irrelevant to course	82%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	17	1	82%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	17	1	59%	Not Aligned	Irrelevant to course	65%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	17	1	82%	Not Aligned	Irrelevant to course	88%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	17	1	41%	Not Aligned	Irrelevant to course	47%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	17	1	41%	Not Aligned	Irrelevant to course	47%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	17	4	47%	Aligned	Required, not covered in course	41%
Performance Expectation	2. Participate actively and effectively in group discussions.	17	4	47%	Aligned	Required, not covered in course	59%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	17	4	29%	Aligned	Reviewed only, not re-taught	29%
Key Content	IV. Listening						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	17	1	41%	Not Aligned	Irrelevant to course	47%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	17	4,1	35%	Multimodal	Irrelevant to course	41%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	17	5	35%	Aligned	Required, not covered in course; Irrelevant to course	41%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	17	5	47%	Aligned	Required, not covered in course; Reviewed only, not re-taught	35%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	17	4	47%	Aligned	Required, not covered in course	47%
Performance Expectation	3. Listen actively and effectively in group discussions.	17	4	47%	Aligned	Required, not covered in course	47%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	17	5,3,1	65%	Multimodal	Reviewed only, not re-taught	41%
Performance Expectation	2. Explore a research topic.	17	4	29%	Aligned	Reviewed only, not re-taught	41%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	17	5,3,1	65%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	29%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	17	5,4	29%	Aligned (Multimodal)	Reviewed only, not re-taught	35%
Performance Expectation	2. Evaluate the validity and reliability of sources.	17	5	41%	Aligned	Reviewed only, not re-taught	35%
Performance Expectation	3. Synthesize and organize information effectively.	17	5	47%	Aligned	Reviewed only, not re-taught	41%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	17	5,1	65%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	35%
Performance Expectation	2. Use source material ethically.	17	5	35%	Aligned	Reviewed only, not re-taught	29%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	17	1	29%	Not Aligned	Required, not covered in course	53%
Performance Expectation	2. Define and give examples of complex numbers.	17	1	59%	Not Aligned	Irrelevant to course	65%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	17	3	29%	Inconsistently Aligned	Required, not covered in course	41%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	17	4	35%	Aligned	Required, not covered in course	53%
Key Content	II. Algebraic Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	17	1	47%	Not Aligned	Irrelevant to course	53%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	17	1	76%	Not Aligned	Irrelevant to course	82%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	17	1	47%	Not Aligned	Irrelevant to course	47%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	17	1	65%	Not Aligned	Irrelevant to course	65%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	17	1	59%	Not Aligned	Irrelevant to course	65%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	17	1	53%	Not Aligned	Irrelevant to course	59%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	17	1	29%	Not Aligned	Irrelevant to course	35%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	17	1	59%	Not Aligned	Irrelevant to course	65%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	16	1	81%	Not Aligned	Irrelevant to course	81%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	17	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Identify the symmetries of a plane figure.	17	1	59%	Not Aligned	Irrelevant to course	65%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	16	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	17	1	76%	Not Aligned	Irrelevant to course	76%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	17	1	65%	Not Aligned	Irrelevant to course	65%
Performance Expectation	3. Make connections between geometry and measurement.	17	1	59%	Not Aligned	Irrelevant to course	59%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	17	1	76%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	17	1	76%	Not Aligned	Irrelevant to course	88%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	17	5	41%	Aligned	Required, not covered in course; Reviewed only, not re-taught	29%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	16	4,3	31%	Multimodal	Reviewed only, not re-taught	56%
Performance Expectation	2. Convert within a single measurement system.	17	4	41%	Aligned	Reviewed only, not re-taught	47%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	17	1	65%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	17	1	41%	Not Aligned	Irrelevant to course	41%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	17	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	17	1	53%	Not Aligned	Irrelevant to course	53%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	16	1	63%	Not Aligned	Irrelevant to course	69%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	17	1	71%	Not Aligned	Irrelevant to course	76%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	17	1	53%	Not Aligned	Irrelevant to course	65%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	17	1	59%	Not Aligned	Irrelevant to course	65%
Key Content	VI. Statistical Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	17	1	35%	Not Aligned	Reviewed only, not re-taught	53%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	17	3,1	35%	Multimodal	Irrelevant to course	41%
Performance Expectation	2. Select and apply appropriate visual representations of data.	17	4	35%	Aligned	Reviewed only, not re-taught	47%
Performance Expectation	3. Compute and describe summary statistics of data.	17	2,1	35%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	47%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	17	1	35%	Not Aligned	Irrelevant to course	47%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	17	2	35%	Not Aligned	Reviewed only, not re-taught	47%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	17	4	35%	Aligned	Reviewed only, not re-taught	41%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	17	1	59%	Not Aligned	Irrelevant to course	65%
Performance Expectation	4. Recognize reliability of statistical results.	17	1	35%	Not Aligned	Reviewed only, not re-taught	41%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	17	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Recognize and distinguish between different types of functions.	17	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	17	1	71%	Not Aligned	Irrelevant to course	71%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Algebraically construct and analyze new functions.	17	1	82%	Not Aligned	Irrelevant to course	76%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	17	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Develop a function to model a situation.	17	1	71%	Not Aligned	Irrelevant to course	71%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	17	4	35%	Aligned	Reviewed only, not re-taught	53%
Performance Expectation	2. Formulate a plan or strategy.	17	3	35%	Inconsistently Aligned	Reviewed only, not re-taught	41%
Performance Expectation	3. Determine a solution.	17	4	35%	Aligned	Reviewed only, not re-taught; Irrelevant to course	35%
Performance Expectation	4. Justify the solution.	17	1	41%	Not Aligned	Irrelevant to course	41%
Performance Expectation	5. Evaluate the problem solving process.	17	4,3,1	29%	Multimodal	Reviewed only, not re-taught	41%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	17	4	35%	Aligned	Reviewed only, not re-taught	35%
Performance Expectation	2. Use various types of reasoning.	17	4	53%	Aligned	Reviewed only, not re-taught	35%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	17	3	41%	Inconsistently Aligned	Reviewed only, not re-taught	35%
Performance Expectation	2. Use a function to model a real-world situation.	17	1	41%	Not Aligned	Irrelevant to course	41%
Performance Expectation	3. Evaluate the problem solving process.	17	1	35%	Not Aligned	Irrelevant to course	47%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	17	1	41%	Not Aligned	Irrelevant to course	41%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	17	1	47%	Not Aligned	Irrelevant to course	47%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	17	1	41%	Not Aligned	Irrelevant to course	41%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	17	1	47%	Not Aligned	Irrelevant to course	53%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	17	1	29%	Not Aligned	Irrelevant to course	41%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	16	4	44%	Aligned	Irrelevant to course	38%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	16	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	16	1	38%	Not Aligned	Irrelevant to course	44%
Key Content	X. Connections						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	16	1	50%	Not Aligned	Irrelevant to course	56%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	16	1	38%	Not Aligned	Irrelevant to course	44%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	16	3,1	31%	Multimodal	Irrelevant to course	31%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	16	3,1	31%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	31%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	16	1	44%	Not Aligned	Irrelevant to course	50%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	16	5	44%	Aligned	Reviewed only, not re-taught	81%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	16	4	44%	Aligned	Reviewed only, not re-taught	56%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	16	4	50%	Aligned	Required, not covered in course	38%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	16	4	44%	Aligned	Reviewed only, not re-taught	38%
Organizing Component	B. Scientific inquiry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	16	3	44%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	25%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	16	5,3	65%	Multimodal	Required, not covered in course	31%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	16	5	69%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	16	5	56%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	16	5	38%	Aligned	Required, not covered in course	38%
Performance Expectation	2. Use computer models, applications and simulations.	16	2	38%	Not Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	16	3	38%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material	38%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	16	4	44%	Aligned	Reviewed only, not re-taught	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	16	5	88%	Aligned	Introduced as new material	81%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	16	4	38%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Use exponents and scientific notation.	16	5,4,1	25%	Multimodal	Reviewed only, not re-taught	38%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	16	5	44%	Aligned	Required, not covered in course	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	16	5,4	25%	Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	31%
Performance Expectation	5. Simplify algebraic expressions.	16	4	38%	Aligned	Required, not covered in course; Taught in subsequent course; Irrelevant to course	41%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	16	4	31%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	16	1	38%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	38%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	16	1	50%	Not Aligned	Irrelevant to course	56%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	16	1	56%	Not Aligned	Irrelevant to course	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	16	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	16	1	56%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	16	1	56%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	16	3,1	31%	Multimodal	Reviewed only, not re-taught	44%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	16	2	44%	Not Aligned	Reviewed only, not re-taught	44%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	16	5	38%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	2. Use appropriate significant digits.	16	3	44%	Inconsistently Aligned	Reviewed only, not re-taught	44%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	16	1	38%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	38%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	16	5	38%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	16	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	16	4	44%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	16	5	69%	Aligned	Introduced as new material	75%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	16	5	44%	Aligned	Reviewed only, not re-taught	44%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	16	4	38%	Aligned	Reviewed only, not re-taught	38%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	16	5	31%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	16	5	38%	Aligned	Reviewed only, not re-taught	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	16	4	44%	Aligned	Introduced as new material	56%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	16	4	56%	Aligned	Introduced as new material	44%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	16	4	50%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	16	4	50%	Aligned	Reviewed only, not re-taught; Introduced as new material	31%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	16	4	50%	Aligned	Introduced as new material	44%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	11	4	55%	Aligned	Required, not covered in course; Reviewed only, not re-taught	27%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	11	4	55%	Aligned	Required, not covered in course	45%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	11	3	36%	Inconsistently Aligned	Reviewed only, not re-taught	36%
Performance Expectation	2. Know the processes of energy transfer.	11	4	55%	Aligned	Reviewed only, not re-taught	45%
Organizing Component	C. Change over time/equilibrium						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize patterns of change.	11	3	45%	Inconsistently Aligned	Reviewed only, not re-taught	45%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	11	4	36%	Aligned	Reviewed only, not re-taught; Introduced as new material	27%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	11	5	36%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	2. Use scale to relate models and structures.	11	4	55%	Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course	41%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	11	5	36%	Aligned	Reviewed only, not re-taught	36%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	16	5	88%	Aligned	Introduced as new material	50%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	16	5	44%	Aligned	Reviewed only, not re-taught; Introduced as new material	38%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	16	5	75%	Aligned	Introduced as new material	50%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	16	5	56%	Aligned	Introduced as new material	44%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	16	5	38%	Aligned	Introduced as new material	31%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	16	5	88%	Aligned	Reviewed only, not re-taught; Introduced as new material	44%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	16	5	75%	Aligned	Introduced as new material	56%
Performance Expectation	2. Describe the structure and function of enzymes.	16	5	88%	Aligned	Introduced as new material	63%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	16	1	50%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	16	5	69%	Aligned	Introduced as new material	63%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	16	5	50%	Aligned	Introduced as new material	63%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	16	5	63%	Aligned	Introduced as new material	50%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	16	3	44%	Inconsistently Aligned	Taught in subsequent course; Irrelevant to course	31%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	16	2	38%	Not Aligned	Taught in subsequent course; Irrelevant to course	38%
Organizing Component	D. Molecular genetics and heredity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand Mendel's laws of inheritance.	16	3	44%	Inconsistently Aligned	Introduced as new material	25%
Performance Expectation	2. Know modifications to Mendel's laws.	16	3	44%	Inconsistently Aligned	Irrelevant to course	31%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	16	5	50%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	16	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	16	3	44%	Inconsistently Aligned	Introduced as new material	38%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	16	1	38%	Not Aligned	Irrelevant to course	44%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	16	5	88%	Aligned	Introduced as new material	75%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	16	5	63%	Aligned	Introduced as new material	75%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	16	1	81%	Not Aligned	Irrelevant to course	81%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	16	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Understand typical forms of organismal behavior.	16	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Know the process of succession.	16	1	81%	Not Aligned	Irrelevant to course	81%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	16	3,2	31%	Multimodal	Taught in subsequent course	31%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	16	2	38%	Not Aligned	Reviewed only, not re-taught	38%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	16	4	31%	Aligned	Reviewed only, not re-taught	38%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	16	1	31%	Not Aligned	Required, not covered in course; Irrelevant to course	41%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	16	2	44%	Not Aligned	Taught in subsequent course	31%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	16	3	31%	Inconsistently Aligned	Reviewed only, not re-taught	44%
Organizing Component	E. Chemical reactions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	16	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	44%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	16	5	38%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Understand oxidation-reduction reactions.	16	4	31%	Aligned	Taught in subsequent course; Irrelevant to course	25%
Performance Expectation	4. Understand chemical equilibrium.	16	4,2	31%	Multimodal	Reviewed only, not re-taught	56%
Performance Expectation	5. Understand energy changes in chemical reactions.	16	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Performance Expectation	6. Understand chemical kinetics.	16	2	38%	Not Aligned	Taught in subsequent course	38%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	16	2	38%	Not Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Know formulas for molecular compounds.	16	2	31%	Not Aligned	Reviewed only, not re-taught	44%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	16	2	44%	Not Aligned	Irrelevant to course	31%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	16	1	50%	Not Aligned	Irrelevant to course	63%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	16	2	38%	Not Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Understand energy changes and chemical reactions.	16	3	44%	Inconsistently Aligned	Reviewed only, not re-taught	38%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	16	3	31%	Inconsistently Aligned	Reviewed only, not re-taught	31%
Performance Expectation	2. Understand properties of solutions.	16	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	38%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	16	3,2	31%	Multimodal	Reviewed only, not re-taught	31%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	16	4	44%	Aligned	Introduced as new material	69%
Performance Expectation	5. Know properties of liquids and solids.	16	3	44%	Inconsistently Aligned	Reviewed only, not re-taught	44%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	16	1	56%	Not Aligned	Irrelevant to course	63%
Performance Expectation	7. Describe intermolecular forces.	16	3	50%	Inconsistently Aligned	Reviewed only, not re-taught	44%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	16	5	75%	Aligned	Introduced as new material	38%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	16	2	56%	Not Aligned	Irrelevant to course	38%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	16	1	44%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Understand states of matter and their characteristics.	16	2	38%	Not Aligned	Reviewed only, not re-taught	38%
Performance Expectation	3. Understand the concepts of mass and inertia.	16	1	50%	Not Aligned	Irrelevant to course	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand the concept of density.	16	2	38%	Not Aligned	Reviewed only, not re-taught	38%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	16	1	44%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	16	1	81%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	16	1	81%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	16	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	16	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Understand forces and Newton's Laws.	16	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Understand the concept of momentum.	16	1	63%	Not Aligned	Irrelevant to course	69%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	16	4	38%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	25%
Performance Expectation	2. Understand conservation of energy.	16	3	50%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	25%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	16	2,1	31%	Not Aligned (Multimodal)	Irrelevant to course	50%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	16	1	75%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the concept of torque.	16	1	81%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Apply the concept of static equilibrium.	16	1	56%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Understand angular momentum.	16	1	69%	Not Aligned	Irrelevant to course	75%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	16	4	44%	Aligned	Introduced as new material	75%
Performance Expectation	2. Understand Pascal's Principle.	16	1	63%	Not Aligned	Irrelevant to course	69%
Performance Expectation	3. Understand buoyancy.	16	1	50%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Understand Bernoulli's principle.	16	1	56%	Not Aligned	Irrelevant to course	63%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	16	1	69%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	16	1	75%	Not Aligned	Irrelevant to course	94%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	16	1	38%	Not Aligned	Introduced as new material	50%
Performance Expectation	4. Understand the properties and behavior of sound waves.	16	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	16	4,1	25%	Multimodal	Reviewed only, not re-taught	44%
Performance Expectation	2. Understand the basic laws of thermodynamics.	16	3	31%	Inconsistently Aligned	Irrelevant to course	38%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	16	1	44%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	16	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	3. Understand Ohm's Law.	16	1	56%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Apply the concept of power to electricity.	16	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	16	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	16	1	94%	Not Aligned	Irrelevant to course	94%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	16	1	81%	Not Aligned	Irrelevant to course	88%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	16	3	38%	Inconsistently Aligned	Irrelevant to course	44%
Performance Expectation	2. Understand the wave/particle duality of light.	16	1	56%	Not Aligned	Irrelevant to course	69%
Performance Expectation	3. Understand concepts of geometric optics.	16	1	56%	Not Aligned	Irrelevant to course	69%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	16	1	69%	Not Aligned	Irrelevant to course	69%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	16	1	81%	Not Aligned	Irrelevant to course	81%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	16	1	88%	Not Aligned	Irrelevant to course	94%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	16	1	88%	Not Aligned	Irrelevant to course	94%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	16	1	88%	Not Aligned	Irrelevant to course	94%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	16	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	16	1	94%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	16	1	94%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	16	1	94%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	16	1	69%	Not Aligned	Irrelevant to course	69%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	16	1	63%	Not Aligned	Irrelevant to course	63%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	16	1	94%	Not Aligned	Irrelevant to course	94%
Performance Expectation	3. Know the major features of the atmosphere.	16	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Know the major features of the hydrosphere.	16	1	94%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	16	1	88%	Not Aligned	Irrelevant to course	94%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	16	1	88%	Not Aligned	Irrelevant to course	94%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	16	1	44%	Not Aligned	Introduced as new material	44%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	16	4	31%	Aligned	Introduced as new material	38%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	16	1	63%	Not Aligned	Irrelevant to course	75%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	16	1	88%	Not Aligned	Irrelevant to course	94%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	16	1	94%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	16	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Understand the use and consequences of pest management.	16	1	75%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Know the different methods used to increase food production.	16	1	81%	Not Aligned	Irrelevant to course	81%
Performance Expectation	4. Understand land and water usage and management practices.	16	1	81%	Not Aligned	Irrelevant to course	88%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	16	1	81%	Not Aligned	Irrelevant to course	88%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	15	1	87%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	15	1	53%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	15	1	67%	Not Aligned	Irrelevant to course	73%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	15	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	15	1	67%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	15	1	67%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Periodization and chronological reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Examine how and why historians divide the past into eras.	15	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	15	1	80%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	15	1	87%	Not Aligned	Irrelevant to course	87%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	15	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	15	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	15	1	87%	Not Aligned	Irrelevant to course	93%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	15	1	87%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	15	1	87%	Not Aligned	Irrelevant to course	93%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	15	1	80%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	15	1	87%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	15	1	73%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	15	1	87%	Not Aligned	Irrelevant to course	93%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	15	1	53%	Not Aligned	Irrelevant to course	53%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	15	1	60%	Not Aligned	Irrelevant to course	73%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	15	1	80%	Not Aligned	Irrelevant to course	87%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	15	1	87%	Not Aligned	Irrelevant to course	87%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	15	1	67%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Explain and evaluate the concept of gender.	15	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	15	1	80%	Not Aligned	Irrelevant to course	87%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	15	1	73%	Not Aligned	Irrelevant to course	87%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	15	1	67%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	15	1	80%	Not Aligned	Irrelevant to course	93%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	15	1	87%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	15	1	73%	Not Aligned	Irrelevant to course	87%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	15	1	80%	Not Aligned	Irrelevant to course	87%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	15	1	73%	Not Aligned	Irrelevant to course	80%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	15	4,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	15	1	73%	Not Aligned	Irrelevant to course	73%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Evaluate sources from multiple perspectives.	15	3	40%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	15	4,1	33%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	5. Read narrative texts critically.	15	1	47%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Read research data critically.	15	4	40%	Aligned	Reviewed only, not re-taught	33%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	15	1	53%	Not Aligned	Irrelevant to course	53%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	15	1	67%	Not Aligned	Irrelevant to course	73%
Performance Expectation	3. Gather, organize and display the results of data and research.	15	1	40%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	4. Identify and collect sources.	15	1	47%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	15	5,4	33%	Aligned (Multimodal)	Irrelevant to course	33%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	15	4,3,1	27%	Multimodal	Irrelevant to course	33%
Performance Expectation	2. Recognize and evaluate counterarguments.	15	1	40%	Not Aligned	Irrelevant to course	47%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	15	4	53%	Aligned	Required, not covered in course	47%
Performance Expectation	2. Use conventions of standard written English.	15	4	47%	Aligned	Required, not covered in course	60%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	15	5	40%	Aligned	Required, not covered in course	33%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	15	4	53%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	15	4	40%	Aligned	Required, not covered in course	47%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	15	4	40%	Aligned	Required, not covered in course	47%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	15	4	40%	Aligned	Required, not covered in course	40%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	15	3	33%	Inconsistently Aligned	Required, not covered in course	40%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	15	4,2	27%	Multimodal	Required, not covered in course	33%
Organizing Component	C. Problem solving						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	15	4	60%	Aligned	Required, not covered in course	40%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	15	3	33%	Inconsistently Aligned	Reviewed only, not re-taught	47%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	15	4,3	33%	Multimodal	Reviewed only, not re-taught	40%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	15	5	60%	Aligned	Required, not covered in course	47%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	15	5	73%	Aligned	Required, not covered in course	67%
Performance Expectation	3. Strive for accuracy and precision.	15	5	53%	Aligned	Required, not covered in course	60%
Performance Expectation	4. Persevere to complete and master tasks.	15	5	60%	Aligned	Required, not covered in course	53%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	15	5	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Work collaboratively.	15	5	73%	Aligned	Required, not covered in course	60%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	15	5	53%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	15	5	40%	Aligned	Reviewed only, not re-taught	47%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	15	4	40%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	15	5	60%	Aligned	Required, not covered in course	47%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	15	5	60%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	15	5	53%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%
Performance Expectation	3. Identify the intended purpose and audience of the text.	15	1	33%	Not Aligned	Irrelevant to course	47%
Performance Expectation	4. Identify the key information and supporting details.	15	5,4	40%	Aligned (Multimodal)	Required, not covered in course	47%
Performance Expectation	5. Analyze textual information critically.	15	5	47%	Aligned	Required, not covered in course	47%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	15	5,4	40%	Aligned (Multimodal)	Required, not covered in course	67%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	15	4	40%	Aligned	Required, not covered in course	40%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	15	4,3,2	27%	Multimodal	Required, not covered in course; Irrelevant to course	41%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	15	5	53%	Aligned	Required, not covered in course	53%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	15	1	33%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Compose and revise drafts.	15	1	33%	Not Aligned	Required, not covered in course; Irrelevant to course	41%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	15	4	40%	Aligned	Irrelevant to course	33%
Performance Expectation	2. Explore a research topic.	15	4	33%	Aligned	Reviewed only, not re-taught	41%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	15	1	27%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	4. Evaluate the validity and reliability of sources.	15	4	40%	Aligned	Reviewed only, not re-taught; Irrelevant to course	27%
Performance Expectation	5. Synthesize and organize information effectively.	15	5	40%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%
Performance Expectation	6. Design and present an effective product.	15	4	40%	Aligned	Irrelevant to course	33%
Performance Expectation	7. Integrate source material.	15	4	40%	Aligned	Required, not covered in course	33%
Performance Expectation	8. Present final product.	15	5	33%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	27%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	15	4	40%	Aligned	Reviewed only, not re-taught	47%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	15	1	40%	Not Aligned	Reviewed only, not re-taught	53%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	14	1	36%	Not Aligned	Irrelevant to course	43%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	15	5	53%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	15	5,3	65%	Multimodal	Required, not covered in course	40%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	15	5	40%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	4. Use technology appropriately.	15	5	40%	Aligned	Required, not covered in course	47%

BIOL 2X20 Microbiology

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	11	4,1	27%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	45%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	11	4	36%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	11	5,4,2	27%	Multimodal	Reviewed only, not re-taught	45%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	11	4,3,2	27%	Multimodal	Reviewed only, not re-taught	45%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	11	5,2	27%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	36%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	11	4	36%	Aligned	Required, not covered in course	36%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	11	5,4	45%	Aligned (Multimodal)	Reviewed only, not re-taught	45%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	11	5	36%	Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	11	5	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	11	3	36%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	6. Analyze imagery in literary texts.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	11	1	45%	Not Aligned	Irrelevant to course	55%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	11	1	36%	Not Aligned	Irrelevant to course	36%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	11	5	64%	Aligned	Introduced as new material	55%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	11	4	55%	Aligned	Introduced as new material	45%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	11	5	55%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	27%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	11	1	82%	Not Aligned	Irrelevant to course	73%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	11	1	82%	Not Aligned	Irrelevant to course	73%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	11	1	82%	Not Aligned	Irrelevant to course	73%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	11	1	45%	Not Aligned	Irrelevant to course	45%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	11	5	36%	Aligned	Required, not covered in course	45%
Performance Expectation	2. Participate actively and effectively in group discussions.	11	5	36%	Aligned	Required, not covered in course	45%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	11	5	36%	Aligned	Required, not covered in course	36%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	11	1	55%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	11	1	64%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	11	5	55%	Aligned	Required, not covered in course	45%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	11	5	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	11	5	36%	Aligned	Required, not covered in course	55%
Performance Expectation	3. Listen actively and effectively in group discussions.	11	5,3	36%	Multimodal	Required, not covered in course	55%
Key Content	V. Research						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	11	2	27%	Not Aligned	Reviewed only, not re-taught	36%
Performance Expectation	2. Explore a research topic.	11	3	45%	Inconsistently Aligned	Reviewed only, not re-taught	64%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	11	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	11	5	45%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	2. Evaluate the validity and reliability of sources.	11	5	45%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	3. Synthesize and organize information effectively.	11	5	45%	Aligned	Reviewed only, not re-taught	55%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	11	5	45%	Aligned	Reviewed only, not re-taught	55%
Performance Expectation	2. Use source material ethically.	11	5	45%	Aligned	Reviewed only, not re-taught	64%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	11	1	36%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Define and give examples of complex numbers.	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	11	2	27%	Not Aligned	Required, not covered in course	36%
Organizing Component	C. Number sense and number concepts						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	11	4	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	11	1	73%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	11	1	64%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	11	1	73%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	11	1	73%	Not Aligned	Irrelevant to course	73%
Key Content	III. Geometric Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	11	1	64%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Identify the symmetries of a plane figure.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Make connections between geometry and measurement.	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	11	1	91%	Not Aligned	Irrelevant to course	91%
Key Content	IV. Measurement Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	11	4,3	27%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	36%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	11	4,3,1	27%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	27%
Performance Expectation	2. Convert within a single measurement system.	11	4	55%	Aligned	Reviewed only, not re-taught	73%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	11	1	73%	Not Aligned	Irrelevant to course	73%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	11	1	55%	Not Aligned	Irrelevant to course	55%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	11	1	73%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	11	1	73%	Not Aligned	Irrelevant to course	73%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	11	1	36%	Not Aligned	Irrelevant to course	36%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	11	3,2,1	27%	Multimodal	Irrelevant to course	36%
Performance Expectation	2. Select and apply appropriate visual representations of data.	11	1	36%	Not Aligned	Irrelevant to course	36%
Performance Expectation	3. Compute and describe summary statistics of data.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	11	1	55%	Not Aligned	Irrelevant to course	55%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	11	1	36%	Not Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	11	1	36%	Not Aligned	Required, not covered in course	36%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	11	1	55%	Not Aligned	Irrelevant to course	55%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Recognize reliability of statistical results.	11	1	36%	Not Aligned	Required, not covered in course	36%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Recognize and distinguish between different types of functions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Algebraically construct and analyze new functions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Develop a function to model a situation.	11	1	91%	Not Aligned	Irrelevant to course	91%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	11	3	36%	Inconsistently Aligned	Required, not covered in course	36%
Performance Expectation	2. Formulate a plan or strategy.	11	1	36%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	27%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Determine a solution.	11	4,3,1	27%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	27%
Performance Expectation	4. Justify the solution.	11	1	36%	Not Aligned	Required, not covered in course	36%
Performance Expectation	5. Evaluate the problem solving process.	11	1	36%	Not Aligned	Reviewed only, not re-taught	36%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	11	1	55%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Use various types of reasoning.	11	1	36%	Not Aligned	Reviewed only, not re-taught	45%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Use a function to model a real-world situation.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Evaluate the problem solving process.	11	1	36%	Not Aligned	Irrelevant to course	36%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	11	1	55%	Not Aligned	Irrelevant to course	64%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	11	1	45%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	11	1	45%	Not Aligned	Irrelevant to course	55%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	11	1	55%	Not Aligned	Irrelevant to course	55%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	11	1	36%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	11	1	45%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	11	1	45%	Not Aligned	Irrelevant to course	45%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	11	2	36%	Not Aligned	Irrelevant to course	45%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	11	2,1	27%	Not Aligned (Multimodal)	Reviewed only, not re-taught	36%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	11	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	10	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	50%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	10	5	50%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	10	5	50%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	10	5	50%	Aligned	Reviewed only, not re-taught	60%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	10	5	50%	Aligned	Introduced as new material	60%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	10	5	60%	Aligned	Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	10	5	80%	Aligned	Introduced as new material	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	10	5	70%	Aligned	Introduced as new material	80%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	10	5	40%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Use computer models, applications and simulations.	10	5,2	30%	Multimodal	Reviewed only, not re-taught; Introduced as new material	30%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	10	5	40%	Aligned	Introduced as new material	70%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	10	5,3	30%	Multimodal	Reviewed only, not re-taught	50%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	10	5	80%	Aligned	Introduced as new material	90%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	10	5	30%	Aligned	Required, not covered in course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use exponents and scientific notation.	10	4	30%	Aligned	Reviewed only, not re-taught	70%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	10	5,1	30%	Multimodal	Reviewed only, not re-taught	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	10	5,2	30%	Multimodal	Reviewed only, not re-taught	60%
Performance Expectation	5. Simplify algebraic expressions.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	10	1	40%	Not Aligned	Reviewed only, not re-taught	60%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	10	4,3	30%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	40%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	10	1	70%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	10	1	70%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	10	1	70%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	10	1	70%	Not Aligned	Irrelevant to course	70%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	10	1	80%	Not Aligned	Irrelevant to course	90%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand basic geometric principles.	10	1	60%	Not Aligned	Irrelevant to course	70%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	10	1	50%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	10	1	40%	Not Aligned	Irrelevant to course	40%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	10	5	40%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Use appropriate significant digits.	10	2	40%	Not Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	10	5,1	30%	Multimodal	Introduced as new material	40%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	10	4	50%	Aligned	Introduced as new material	40%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	10	5	30%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	10	5	70%	Aligned	Introduced as new material	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	10	5	70%	Aligned	Introduced as new material	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	10	5	40%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	10	5	40%	Aligned	Reviewed only, not re-taught	40%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	10	5	40%	Aligned	Required, not covered in course	40%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	10	5,3	40%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	40%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	10	4	50%	Aligned	Introduced as new material	60%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	10	4	40%	Aligned	Introduced as new material	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	10	4,3	30%	Multimodal	Reviewed only, not re-taught	70%
Organizing Component	C. History of science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the historical development of major theories in science.	10	5	50%	Aligned	Introduced as new material	70%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	10	5	50%	Aligned	Introduced as new material	80%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	6	4	67%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	6	4	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	6	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	33%
Performance Expectation	2. Know the processes of energy transfer.	6	4	33%	Aligned	Introduced as new material	50%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	6	4	50%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	6	5	50%	Aligned	Introduced as new material	67%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	6	5	50%	Aligned	Introduced as new material	50%
Performance Expectation	2. Use scale to relate models and structures.	6	5	50%	Aligned	Introduced as new material	50%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	6	4	50%	Aligned	Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	10	5	70%	Aligned	Introduced as new material	60%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	10	5	90%	Aligned	Introduced as new material	90%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	10	5	70%	Aligned	Introduced as new material	60%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	10	5	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	30%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	10	5	40%	Aligned	Reviewed only, not re-taught; Introduced as new material	30%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	10	5	70%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	10	5	80%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Describe the structure and function of enzymes.	10	5	60%	Aligned	Introduced as new material	50%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	10	5	30%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	10	5	60%	Aligned	Introduced as new material	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	10	5	60%	Aligned	Introduced as new material	90%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	10	5	50%	Aligned	Introduced as new material	60%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	10	4	50%	Aligned	Introduced as new material	60%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	10	4	40%	Aligned	Introduced as new material	40%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	10	2	40%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Know modifications to Mendel's laws.	10	1	50%	Not Aligned	Irrelevant to course	70%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	10	5	70%	Aligned	Introduced as new material	50%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	10	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	10	2	40%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	30%
Organizing Component	E. Classification and taxonomy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	10	5	50%	Aligned	Introduced as new material	80%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	10	4	30%	Aligned	Introduced as new material	40%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	10	5,4,2	30%	Multimodal	Introduced as new material	60%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	10	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	10	1	40%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Understand typical forms of organismal behavior.	10	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Know the process of succession.	10	1	50%	Not Aligned	Irrelevant to course	40%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	10	4,1	30%	Multimodal	Reviewed only, not re-taught	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	10	1	30%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	10	3	30%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	10	5,2	30%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	10	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	10	5,4	30%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	30%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	10	5	30%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	10	5	40%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Understand oxidation-reduction reactions.	10	5	30%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	4. Understand chemical equilibrium.	10	1	30%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	5. Understand energy changes in chemical reactions.	10	3	40%	Inconsistently Aligned	Reviewed only, not re-taught	70%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Understand chemical kinetics.	10	2,1	30%	Not Aligned (Multimodal)	Reviewed only, not re-taught	50%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	10	2	40%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	2. Know formulas for molecular compounds.	10	2	40%	Not Aligned	Reviewed only, not re-taught	50%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	10	1	70%	Not Aligned	Irrelevant to course	70%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	10	1	50%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand energy changes and chemical reactions.	10	1	40%	Not Aligned	Reviewed only, not re-taught	50%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	10	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Understand properties of solutions.	10	2,1	30%	Not Aligned (Multimodal)	Reviewed only, not re-taught	50%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	10	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	10	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Know properties of liquids and solids.	10	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	40%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	10	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Describe intermolecular forces.	10	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	10	5	60%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	10	3,1	40%	Multimodal	Reviewed only, not re-taught	40%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	10	2	40%	Not Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Understand states of matter and their characteristics.	10	1	40%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	30%
Performance Expectation	3. Understand the concepts of mass and inertia.	10	1	70%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Understand the concept of density.	10	1	40%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	10	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	10	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	10	1	70%	Not Aligned	Irrelevant to course	90%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	10	1	70%	Not Aligned	Irrelevant to course	90%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	10	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	10	1	90%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	10	1	90%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	10	1	40%	Not Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Understand conservation of energy.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	10	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Understand the concept of torque.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	10	1	80%	Not Aligned	Irrelevant to course	70%
Performance Expectation	4. Understand angular momentum.	10	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	10	1	70%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand Pascal's Principle.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	3. Understand buoyancy.	10	1	90%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand Bernoulli's principle.	10	1	90%	Not Aligned	Irrelevant to course	90%
Organizing Component	G. Oscillations and waves						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	10	1	80%	Not Aligned	Irrelevant to course	70%
Performance Expectation	4. Understand the properties and behavior of sound waves.	10	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	10	2,1	40%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	2. Understand the basic laws of thermodynamics.	10	2,1	40%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	30%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	10	1	50%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	3. Understand Ohm's Law.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	10	1	90%	Not Aligned	Irrelevant to course	90%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Relate electricity and magnetism to everyday life.	10	1	80%	Not Aligned	Irrelevant to course	70%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand the wave/particle duality of light.	10	1	90%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand concepts of geometric optics.	10	1	70%	Not Aligned	Irrelevant to course	70%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	10	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	10	1	70%	Not Aligned	Irrelevant to course	70%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	10	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	10	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	10	1	90%	Not Aligned	Irrelevant to course	90%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	10	1	90%	Not Aligned	Irrelevant to course	90%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	10	1	90%	Not Aligned	Irrelevant to course	90%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	10	1	100%	Not Aligned	Irrelevant to course	90%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	10	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	10	1	100%	Not Aligned	Irrelevant to course	90%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	10	1	90%	Not Aligned	Irrelevant to course	90%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	10	1	80%	Not Aligned	Irrelevant to course	80%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	10	1	90%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	10	1	90%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Know the major features of the atmosphere.	10	1	70%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Know the major features of the hydrosphere.	10	1	80%	Not Aligned	Irrelevant to course	70%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Be familiar with Earth's major biomes.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	10	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	10	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	40%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	10	4,2	30%	Multimodal	Reviewed only, not re-taught; Introduced as new material	30%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	10	1	50%	Not Aligned	Introduced as new material; Irrelevant to course	30%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	10	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	10	1	70%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	10	1	90%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the use and consequences of pest management.	10	1	40%	Not Aligned	Introduced as new material	50%
Performance Expectation	3. Know the different methods used to increase food production.	10	1	40%	Not Aligned	Introduced as new material	50%
Performance Expectation	4. Understand land and water usage and management practices.	10	1	70%	Not Aligned	Irrelevant to course	70%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	10	1	40%	Not Aligned	Introduced as new material; Irrelevant to course	40%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	9	1	67%	Not Aligned	Irrelevant to course	56%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	9	1	78%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	9	1	67%	Not Aligned	Irrelevant to course	56%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	9	1	78%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	9	1	78%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	9	1	78%	Not Aligned	Irrelevant to course	78%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	9	1	89%	Not Aligned	Irrelevant to course	78%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	9	1	78%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	9	1	78%	Not Aligned	Irrelevant to course	78%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	9	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	9	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	9	1	78%	Not Aligned	Irrelevant to course	78%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Explain and evaluate the concept of gender.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	9	1	89%	Not Aligned	Irrelevant to course	89%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Connect regional or local developments to global ones.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	9	1	89%	Not Aligned	Irrelevant to course	89%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	9	1	56%	Not Aligned	Irrelevant to course	44%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	9	1	78%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Evaluate sources from multiple perspectives.	9	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	9	1	56%	Not Aligned	Irrelevant to course	56%
Performance Expectation	5. Read narrative texts critically.	9	1	56%	Not Aligned	Irrelevant to course	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Read research data critically.	9	1	44%	Not Aligned	Required, not covered in course	44%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	9	5,1	33%	Multimodal	Required, not covered in course	44%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	3. Gather, organize and display the results of data and research.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	4. Identify and collect sources.	9	1	44%	Not Aligned	Irrelevant to course	44%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	9	1	56%	Not Aligned	Irrelevant to course	56%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	9	1	56%	Not Aligned	Irrelevant to course	44%
Performance Expectation	2. Recognize and evaluate counterarguments.	9	1	56%	Not Aligned	Irrelevant to course	56%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	9	3	33%	Inconsistently Aligned	Required, not covered in course	44%
Performance Expectation	2. Use conventions of standard written English.	9	5	67%	Aligned	Required, not covered in course	44%
Organizing Component	B. Academic integrity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Attribute ideas and information to source materials and authors.	9	5	56%	Aligned	Reviewed only, not re-taught	67%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	9	5,4	44%	Aligned (Multimodal)	Reviewed only, not re-taught	44%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	9	5,3	33%	Multimodal	Reviewed only, not re-taught	56%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	9	5,4	33%	Aligned (Multimodal)	Reviewed only, not re-taught	56%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	9	5	33%	Aligned	Reviewed only, not re-taught	56%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	9	5	33%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	9	5	33%	Aligned	Reviewed only, not re-taught	44%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	9	5,4	33%	Aligned (Multimodal)	Required, not covered in course	44%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	9	5	33%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	9	5,4	33%	Aligned (Multimodal)	Reviewed only, not re-taught	56%
Organizing Component	D. Academic behaviors						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	9	5	78%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	9	5	89%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	3. Strive for accuracy and precision.	9	5	89%	Aligned	Required, not covered in course	44%
Performance Expectation	4. Persevere to complete and master tasks.	9	5	89%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	9	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	2. Work collaboratively.	9	5	67%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	9	5	44%	Aligned	Reviewed only, not re-taught	56%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	9	5	44%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	9	5	33%	Aligned	Required, not covered in course	44%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	9	5	67%	Aligned	Required, not covered in course	56%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use effective prereading strategies.	9	5	56%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	9	5	56%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	3. Identify the intended purpose and audience of the text.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	4. Identify the key information and supporting details.	9	5	56%	Aligned	Required, not covered in course	56%
Performance Expectation	5. Analyze textual information critically.	9	5	44%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	9	5,4	33%	Aligned (Multimodal)	Reviewed only, not re-taught	56%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	9	5,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	9	4	44%	Aligned	Required, not covered in course	44%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	9	5,4	44%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	9	5	44%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	3. Compose and revise drafts.	9	5,1	33%	Multimodal	Reviewed only, not re-taught	44%
Organizing Component	C. Research across the curriculum						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand which topics or questions are to be investigated.	9	5	33%	Aligned	Reviewed only, not re-taught	78%
Performance Expectation	2. Explore a research topic.	9	5	33%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	9	5	33%	Aligned	Reviewed only, not re-taught	78%
Performance Expectation	4. Evaluate the validity and reliability of sources.	9	3	44%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	5. Synthesize and organize information effectively.	9	4	44%	Aligned	Required, not covered in course; Reviewed only, not re-taught	44%
Performance Expectation	6. Design and present an effective product.	9	5	33%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	7. Integrate source material.	9	5	44%	Aligned	Reviewed only, not re-taught	44%
Performance Expectation	8. Present final product.	9	5	44%	Aligned	Reviewed only, not re-taught	56%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	9	4	44%	Aligned	Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	9	4	44%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	9	4	44%	Aligned	Reviewed only, not re-taught	56%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	9	5	56%	Aligned	Required, not covered in course	44%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use technology to organize, manage, and analyze information.	9	5,4	44%	Aligned (Multimodal)	Required, not covered in course	56%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	9	5	44%	Aligned	Required, not covered in course	56%
Performance Expectation	4. Use technology appropriately.	9	5,4	44%	Aligned (Multimodal)	Required, not covered in course	56%

HITT 1X05/MDCA 1X13/SRGT 1X01 Medical Terminology I

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	9	3,1	33%	Multimodal	Irrelevant to course	56%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	9	1	44%	Not Aligned	Irrelevant to course	56%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	9	1	44%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	9	1	44%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	9	4,1	33%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	33%
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	9	4	44%	Aligned	Introduced as new material	33%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	9	4	56%	Aligned	Introduced as new material	33%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	9	1	56%	Not Aligned	Irrelevant to course	56%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	9	3,2,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	9	1	44%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze imagery in literary texts.	9	1	67%	Not Aligned	Irrelevant to course	78%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	9	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	9	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	9	1	78%	Not Aligned	Irrelevant to course	89%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	9	1	67%	Not Aligned	Irrelevant to course	78%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	9	1	56%	Not Aligned	Irrelevant to course	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	9	5	89%	Aligned	Introduced as new material	89%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	9	5	89%	Aligned	Introduced as new material	89%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	9	4	56%	Aligned	Introduced as new material	56%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	9	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	9	1	89%	Not Aligned	Irrelevant to course	89%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	9	1	56%	Not Aligned	Irrelevant to course	56%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	9	4	44%	Aligned	Irrelevant to course	33%
Performance Expectation	2. Participate actively and effectively in group discussions.	9	1	33%	Not Aligned	Introduced as new material	44%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	9	1	56%	Not Aligned	Irrelevant to course	56%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	9	1	67%	Not Aligned	Irrelevant to course	78%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	9	1	78%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	9	4	44%	Aligned	Reviewed only, not re-taught	44%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	9	3	44%	Inconsistently Aligned	Introduced as new material	44%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	9	2,1	33%	Not Aligned (Multimodal)	Irrelevant to course	33%
Performance Expectation	3. Listen actively and effectively in group discussions.	9	1	44%	Not Aligned	Irrelevant to course	44%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Explore a research topic.	9	1	78%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	9	1	78%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	2. Evaluate the validity and reliability of sources.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	3. Synthesize and organize information effectively.	9	1	56%	Not Aligned	Irrelevant to course	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	9	1	56%	Not Aligned	Irrelevant to course	56%
Performance Expectation	2. Use source material ethically.	9	1	56%	Not Aligned	Irrelevant to course	67%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Define and give examples of complex numbers.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	9	1	78%	Not Aligned	Irrelevant to course	78%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	9	1	89%	Not Aligned	Irrelevant to course	89%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	9	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Convert within a single measurement system.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compute and use measures of center and spread to describe data.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	9	1	89%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Select and apply appropriate visual representations of data.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Compute and describe summary statistics of data.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	9	1	78%	Not Aligned	Irrelevant to course	78%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	4. Recognize reliability of statistical results.	9	1	78%	Not Aligned	Irrelevant to course	89%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Formulate a plan or strategy.	9	1	78%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Determine a solution.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	4. Justify the solution.	9	1	89%	Not Aligned	Irrelevant to course	89%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Evaluate the problem solving process.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Use various types of reasoning.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use a function to model a real-world situation.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	9	1	78%	Not Aligned	Irrelevant to course	89%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	9	1	89%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	9	1	78%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	9	1	78%	Not Aligned	Irrelevant to course	78%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	9	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	9	1	78%	Not Aligned	Irrelevant to course	78%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	9	4,1	33%	Multimodal	Irrelevant to course	33%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Current scientific technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Demonstrate literacy in computer use.	9	5,4	33%	Aligned (Multimodal)	Required, not covered in course	56%
Performance Expectation	2. Use computer models, applications and simulations.	9	1	44%	Not Aligned	Irrelevant to course	44%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	9	5	56%	Aligned	Introduced as new material	78%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Use exponents and scientific notation.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	9	1	67%	Not Aligned	Irrelevant to course	78%
Performance Expectation	4. Use proportional reasoning to solve problems.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Simplify algebraic expressions.	9	1	100%	Not Aligned	Irrelevant to course	89%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	9	1	100%	Not Aligned	Irrelevant to course	89%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	9	1	78%	Not Aligned	Irrelevant to course	89%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	9	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	9	1	78%	Not Aligned	Irrelevant to course	89%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use appropriate significant digits.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	9	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	9	1	78%	Not Aligned	Irrelevant to course	78%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	9	3,1	44%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	9	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	9	1	56%	Not Aligned	Irrelevant to course	56%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	9	1	44%	Not Aligned	Irrelevant to course	44%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	9	1	56%	Not Aligned	Irrelevant to course	44%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	9	1	33%	Not Aligned	Required, not covered in course	44%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	9	4,1	33%	Multimodal	Required, not covered in course	56%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	8	1	38%	Not Aligned	Irrelevant to course	38%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	9	1	67%	Not Aligned	Irrelevant to course	56%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	9	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	9	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	9	1	55%	Not Aligned	Irrelevant to course	44%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the processes of energy transfer.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	8	1	38%	Not Aligned	Irrelevant to course	38%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Use scale to relate models and structures.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	8	3	38%	Inconsistently Aligned	Introduced as new material	38%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	8	1	75%	Not Aligned	Irrelevant to course	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Describe the structure and function of enzymes.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	8	1	63%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	8	1	63%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	8	1	75%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	8	1	63%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	8	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Know modifications to Mendel's laws.	8	1	88%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Know the process of succession.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	8	1	100%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	8	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand oxidation-reduction reactions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Understand the concept of momentum.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know the electromagnetic spectrum.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Know the different methods used to increase food production.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	8	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	8	1	100%	Not Aligned	Irrelevant to course	88%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Evaluate sources from multiple perspectives.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	6. Read research data critically.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Gather, organize and display the results of data and research.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Identify and collect sources.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and evaluate counterarguments.	8	1	88%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Use conventions of standard written English.	8	3	38%	Inconsistently Aligned	Required, not covered in course	50%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	8	4	50%	Aligned	Required, not covered in course; Irrelevant to course	38%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	8	4	63%	Aligned	Required, not covered in course	38%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	8	3	50%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	38%
Organizing Component	B. Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Consider arguments and conclusions of self and others.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	8	1	63%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	8	1	50%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	8	5,4	50%	Aligned (Multimodal)	Required, not covered in course	63%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	8	5	63%	Aligned	Required, not covered in course	50%
Performance Expectation	3. Strive for accuracy and precision.	8	5	75%	Aligned	Required, not covered in course	50%
Performance Expectation	4. Persevere to complete and master tasks.	8	5	50%	Aligned	Required, not covered in course	50%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	8	5	50%	Aligned	Required, not covered in course	63%
Performance Expectation	2. Work collaboratively.	8	5,4	38%	Aligned (Multimodal)	Required, not covered in course	38%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	8	5,4,3,1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	25%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	8	4	50%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	8	1	38%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	8	5	63%	Aligned	Required, not covered in course	63%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	8	4	50%	Aligned	Required, not covered in course	38%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	8	5	63%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Identify the intended purpose and audience of the text.	8	3,1	38%	Multimodal	Reviewed only, not re-taught	50%
Performance Expectation	4. Identify the key information and supporting details.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Analyze textual information critically.	8	1	38%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	8	1	63%	Not Aligned	Irrelevant to course	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	8	3	50%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	25%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Compose and revise drafts.	8	1	50%	Not Aligned	Irrelevant to course	63%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Evaluate the validity and reliability of sources.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Synthesize and organize information effectively.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Design and present an effective product.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	7. Integrate source material.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	8. Present final product.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	8	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	8	1	63%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	8	1	63%	Not Aligned	Irrelevant to course	75%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	8	4,1	38%	Multimodal	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	8	4,3,1	25%	Multimodal	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	8	3	50%	Inconsistently Aligned	Irrelevant to course	38%
Performance Expectation	4. Use technology appropriately.	8	5,4,3,1	25%	Multimodal	Irrelevant to course	38%

HITT 1X53 Legal and Ethical Aspects of Health Information

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	8	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	8	4	63%	Aligned	Required, not covered in course	38%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	8	4	50%	Aligned	Reviewed only, not re-taught	38%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	8	5,4	38%	Aligned (Multimodal)	Required, not covered in course	38%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	8	4	38%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	8	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	8	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	8	4	50%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	6. Analyze imagery in literary texts.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	8	1	50%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	8	5	38%	Aligned	Reviewed only, not re-taught; Introduced as new material	38%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	8	4,1	38%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	38%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	8	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	8	1	100%	Not Aligned	Irrelevant to course	88%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	8	5	38%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	8	1	38%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	38%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	8	4	50%	Aligned	Required, not covered in course; Introduced as new material	38%
Performance Expectation	2. Participate actively and effectively in group discussions.	8	4	50%	Aligned	Required, not covered in course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	8	5,3	38%	Multimodal	Reviewed only, not re-taught	50%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	8	3	50%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	25%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	8	5,3,2	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	38%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	8	2	38%	Not Aligned	Required, not covered in course	38%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	8	5	38%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	8	3	50%	Inconsistently Aligned	Required, not covered in course	38%
Performance Expectation	3. Listen actively and effectively in group discussions.	8	4	50%	Aligned	Reviewed only, not re-taught	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	8	3,1	38%	Multimodal	Irrelevant to course	38%
Performance Expectation	2. Explore a research topic.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	8	4	38%	Aligned	Reviewed only, not re-taught	63%
Performance Expectation	2. Evaluate the validity and reliability of sources.	8	4	38%	Aligned	Reviewed only, not re-taught	38%
Performance Expectation	3. Synthesize and organize information effectively.	8	5,3,1	25%	Multimodal	Introduced as new material	38%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	8	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	38%
Performance Expectation	2. Use source material ethically.	8	5,4	38%	Aligned (Multimodal)	Reviewed only, not re-taught	38%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Define and give examples of complex numbers.	8	1	100%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	8	1	100%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Number sense and number concepts						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	8	1	100%	Not Aligned	Irrelevant to course	88%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and represent the features of plane and space figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Make connections between geometry and measurement.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Convert within a single measurement system.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	8	1	100%	Not Aligned	Irrelevant to course	88%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	8	1	75%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	8	1	100%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Select and apply appropriate visual representations of data.	8	1	75%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Compute and describe summary statistics of data.	8	1	100%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	8	1	88%	Not Aligned	Irrelevant to course	63%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	8	1	75%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	8	1	88%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	8	1	100%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Recognize reliability of statistical results.	8	1	75%	Not Aligned	Irrelevant to course	63%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	8	1	100 %	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Recognize and distinguish between different types of functions.	8	1	100 %	Not Aligned	Irrelevant to course	100 %

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Formulate a plan or strategy.	8	1	75%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Determine a solution.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Justify the solution.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	5. Evaluate the problem solving process.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Use various types of reasoning.	8	1	50%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	8	1	100%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use a function to model a real-world situation.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Evaluate the problem solving process.	8	1	63%	Not Aligned	Irrelevant to course	50%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	8	1	100%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	8	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	8	1	100%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	8	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	8	1	100%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	8	1	100%	Not Aligned	Irrelevant to course	88%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	8	1	100%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	8	1	88%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	8	1	88%	Not Aligned	Irrelevant to course	75%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	7	1	86%	Not Aligned	Irrelevant to course	71%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	7	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	7	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	7	1	57%	Not Aligned	Taught in subsequent course; Irrelevant to course	43%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Use computer models, applications and simulations.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	7	1	71%	Not Aligned	Irrelevant to course	57%
Organizing Component	E. Effective communication of scientific information						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	7	4	43%	Aligned	Introduced as new material	71%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Use exponents and scientific notation.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	7	1	86%	Not Aligned	Irrelevant to course	57%
Performance Expectation	4. Use proportional reasoning to solve problems.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	5. Simplify algebraic expressions.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	7	1	71%	Not Aligned	Irrelevant to course	57%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	7	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	7	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	7	1	71%	Not Aligned	Irrelevant to course	57%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	7	1	71%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	7	1	57%	Not Aligned	Irrelevant to course	57%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	7	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	7	5,1	43%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	7	5	43%	Aligned	Reviewed only, not re-taught	43%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	7	5	43%	Aligned	Introduced as new material; Irrelevant to course	29%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	7	5	43%	Aligned	Reviewed only, not re-taught; Irrelevant to course	29%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	7	1	86%	Not Aligned	Irrelevant to course	71%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Use scale to relate models and structures.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	5	1	80%	Not Aligned	Irrelevant to course	80%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand typical forms of organismal behavior.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand pressure in a fluid and its applications.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the use and consequences of pest management.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	7	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	6	1	100%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	6	3	50%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	6	3,1	33%	Multimodal	Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	6	3	50%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	6	3,1	33%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	6	1	50%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	6	1	67%	Not Aligned	Irrelevant to course	50%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	6	1	33%	Not Aligned	Introduced as new material	33%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	6	5,1	33%	Multimodal	Introduced as new material	50%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Explain and evaluate the concept of gender.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	6	1	83%	Not Aligned	Irrelevant to course	67%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Connect regional or local developments to global ones.	6	1	67%	Not Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	6	1	100%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	6	1	100%	Not Aligned	Irrelevant to course	83%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	6	1	50%	Not Aligned	Introduced as new material; Taught in subsequent course	33%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Evaluate sources from multiple perspectives.	6	3,1	33%	Multimodal	Introduced as new material	50%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Read narrative texts critically.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Read research data critically.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Gather, organize and display the results of data and research.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Identify and collect sources.	6	1	50%	Not Aligned	Irrelevant to course	33%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	6	5	50%	Aligned	Required, not covered in course; Irrelevant to course	38%
Organizing Component	D. Reaching conclusions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Construct a thesis that is supported by evidence.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	6	1	50%	Not Aligned	Introduced as new material; Irrelevant to course	33%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	6	5	50%	Aligned	Required, not covered in course; Introduced as new material	33%
Performance Expectation	2. Use conventions of standard written English.	6	4	50%	Aligned	Required, not covered in course	67%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	6	1	50%	Not Aligned	Irrelevant to course	33%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	7	4	43%	Aligned	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	7	5,4,1	29%	Multimodal	Required, not covered in course	43%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	7	5,4,1	29%	Multimodal	Required, not covered in course; Introduced as new material	29%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	7	1	43%	Not Aligned	Taught in subsequent course; Irrelevant to course	29%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	7	1	43%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	7	1	43%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	7	3	43%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	7	5,2,1	29%	Multimodal	Introduced as new material; Irrelevant to course	29%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	7	4,1	29%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	29%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	7	5	71%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	7	5	86%	Aligned	Required, not covered in course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Strive for accuracy and precision.	7	5	71%	Aligned	Required, not covered in course	43%
Performance Expectation	4. Persevere to complete and master tasks.	7	5	71%	Aligned	Required, not covered in course	57%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	7	5	86%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Work collaboratively.	7	5	43%	Aligned	Reviewed only, not re-taught	43%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	7	5	43%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	7	5,4,1	29%	Multimodal	Reviewed only, not re-taught	43%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	7	5,3,2	29%	Multimodal	Required, not covered in course; Introduced as new material	29%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	29%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	7	5,1	29%	Multimodal	Required, not covered in course	43%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	7	4	43%	Aligned	Required, not covered in course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Identify the intended purpose and audience of the text.	7	5,3	29%	Multimodal	Required, not covered in course	43%
Performance Expectation	4. Identify the key information and supporting details.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course	71%
Performance Expectation	5. Analyze textual information critically.	7	5,3	29%	Multimodal	Reviewed only, not re-taught	57%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	7	5,4	29%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	43%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	7	1	43%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	43%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	7	5,4,1	29%	Multimodal	Introduced as new material	43%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course	71%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	7	3	43%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	29%
Performance Expectation	3. Compose and revise drafts.	7	3	43%	Inconsistently Aligned	Reviewed only, not re-taught	43%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	7	5,4	29%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	29%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explore a research topic.	7	5,1	29%	Multimodal	Taught in subsequent course	43%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	7	1	57%	Not Aligned	Taught in subsequent course	43%
Performance Expectation	4. Evaluate the validity and reliability of sources.	7	1	43%	Not Aligned	Taught in subsequent course; Irrelevant to course	29%
Performance Expectation	5. Synthesize and organize information effectively.	7	5,1	43%	Multimodal	Taught in subsequent course; Irrelevant to course	29%
Performance Expectation	6. Design and present an effective product.	7	4,3,1	29%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	29%
Performance Expectation	7. Integrate source material.	7	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	8. Present final product.	7	5	43%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	29%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	7	1	57%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	7	1	71%	Not Aligned	Irrelevant to course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	7	1	43%	Not Aligned	Required, not covered in course; Taught in subsequent course; Irrelevant to course	29%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	7	5	71%	Aligned	Required, not covered in course	71%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	7	5	57%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	7	5	71%	Aligned	Required, not covered in course	43%
Performance Expectation	4. Use technology appropriately.	7	5	71%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%

HPRS 1X01 Introduction to Health Professions

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	6	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	6	5,4,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	6	5	33%	Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	6	5,3	33%	Multimodal	Reviewed only, not re-taught	50%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	6	5,4	33%	Aligned (Multimodal)	Reviewed only, not re-taught	50%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	6	4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	6	5,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	6	4	50%	Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	6	5,3	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	6	4	33%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	6. Analyze imagery in literary texts.	6	2,1	33%	Not Aligned (Multimodal)	Irrelevant to course	67%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	6	3	50%	Inconsistently Aligned	Irrelevant to course	67%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	6	3	50%	Inconsistently Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	6	4,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	6	1	33%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	6	5,4	33%	Aligned (Multimodal)	Introduced as new material	67%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	6	5,3	33%	Multimodal	Introduced as new material	33%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	6	3,2	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	6	1	67%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	6	2,1	33%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	6	1	83%	Not Aligned	Irrelevant to course	83%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	6	4	50%	Aligned	Introduced as new material	33%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	6	4	50%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	6	1	33%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Participate actively and effectively in group discussions.	6	5,4,2	33%	Multimodal	Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	6	5,1	33%	Multimodal	Irrelevant to course	33%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	6	2	33%	Not Aligned	Irrelevant to course	33%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	6	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	6	5,4	33%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	6	1	33%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Listen actively and effectively in group discussions.	6	4,2	33%	Multimodal	Required, not covered in course; Introduced as new material	50%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	6	2,1	33%	Not Aligned (Multimodal)	Taught in subsequent course	50%
Performance Expectation	2. Explore a research topic.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	6	5,2	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Evaluate the validity and reliability of sources.	6	5,1	33%	Multimodal	Irrelevant to course	33%
Performance Expectation	3. Synthesize and organize information effectively.	6	5,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	6	5,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use source material ethically.	6	5,1	33%	Multimodal	Irrelevant to course	33%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Define and give examples of complex numbers.	6	1	67%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	6	1	67%	Not Aligned	Irrelevant to course	83%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Make connections between geometry and measurement.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	6	1	100%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	6	1	67%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Convert within a single measurement system.	6	1	67%	Not Aligned	Irrelevant to course	83%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compute and use measures of center and spread to describe data.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	6	1	83%	Not Aligned	Irrelevant to course	83%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	6	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Select and apply appropriate visual representations of data.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Compute and describe summary statistics of data.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Recognize reliability of statistical results.	6	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Recognize and distinguish between different types of functions.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Algebraically construct and analyze new functions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Develop a function to model a situation.	6	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Formulate a plan or strategy.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Determine a solution.	6	1	67%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Justify the solution.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Evaluate the problem solving process.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Use various types of reasoning.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Use a function to model a real-world situation.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Evaluate the problem solving process.	6	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Interpretation of mathematical work						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	6	1	83%	Not Aligned	Irrelevant to course	83%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	6	1	83%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	6	1	67%	Not Aligned	Irrelevant to course	67%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	6	3	50%	Inconsistently Aligned	Introduced as new material	50%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	6	2	33%	Not Aligned	Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	6	1	50%	Not Aligned	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	6	2,1	33%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	6	2	50%	Not Aligned	Required, not covered in course	33%
Performance Expectation	2. Use computer models, applications and simulations.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	6	5,4	33%	Aligned (Multimodal)	Introduced as new material	83%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use exponents and scientific notation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Use proportional reasoning to solve problems.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Simplify algebraic expressions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	6	1	83%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	6	3	50%	Inconsistently Aligned	Introduced as new material	67%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	6	5,3,1	33%	Multimodal	Irrelevant to course	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	6	5	33%	Aligned	Introduced as new material	67%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	6	5,2	33%	Multimodal	Introduced as new material	83%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	6	5,3	33%	Multimodal	Introduced as new material	67%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	6	4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	6	5	50%	Aligned	Introduced as new material	83%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	4	1	75%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Know the processes of energy transfer.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	4	2	50%	Not Aligned	Reviewed only, not re-taught	50%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Use scale to relate models and structures.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	4	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	6	1	83%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	6	1	83%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	6	1	67%	Not Aligned	Irrelevant to course	83%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand energy changes and chemical reactions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand states of matter and their characteristics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	6	1	100%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Understand the concept of momentum.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Apply the concept of static equilibrium.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Apply the concept of power to electricity.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	6	1	100%	Not Aligned	Irrelevant to course	83%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	6	2,1	33%	Not Aligned (Multimodal)	Irrelevant to course	50%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	6	1	83%	Not Aligned	Irrelevant to course	83%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know the different methods used to increase food production.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Understand land and water usage and management practices.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	6	1	67%	Not Aligned	Irrelevant to course	67%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	5	1	40%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	5	3	40%	Inconsistently Aligned	Irrelevant to course	40%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	5	3,1	40%	Multimodal	Introduced as new material; Irrelevant to course	40%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	5	4,1	40%	Multimodal	Introduced as new material; Irrelevant to course	40%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	5	3,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	5	3	60%	Inconsistently Aligned	Introduced as new material	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	5	4	40%	Aligned	Introduced as new material	80%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	5	3	40%	Inconsistently Aligned	Introduced as new material	60%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	5	4,3	40%	Multimodal	Introduced as new material	60%
Performance Expectation	2. Explain and evaluate the concept of gender.	5	4,1	40%	Multimodal	Introduced as new material; Irrelevant to course	40%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	5	3,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	5	3	60%	Inconsistently Aligned	Introduced as new material	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	5	3,2	40%	Multimodal	Reviewed only, not re-taught; Introduced as new material	40%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Evaluate sources from multiple perspectives.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Read narrative texts critically.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Read research data critically.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Gather, organize and display the results of data and research.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Identify and collect sources.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	5	3,1	40%	Multimodal	Irrelevant to course	40%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and evaluate counterarguments.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Use conventions of standard written English.	5	2	60%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Academic integrity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Attribute ideas and information to source materials and authors.	5	5	40%	Aligned	Required, not covered in course	40%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	6	2	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	6	2,1	33%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	6	1	83%	Not Aligned	Irrelevant to course	83%
Organizing Component	D. Academic behaviors						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	6	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	6	4	50%	Aligned	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Strive for accuracy and precision.	6	4	33%	Aligned	Required, not covered in course	50%
Performance Expectation	4. Persevere to complete and master tasks.	6	5,4,2	33%	Multimodal	Required, not covered in course	50%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	6	5	50%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Work collaboratively.	6	5,2	33%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	6	1	50%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	6	5,3,2	33%	Multimodal	Introduced as new material	67%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	6	4,3	33%	Multimodal	Required, not covered in course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	6	4,3	33%	Multimodal	Required, not covered in course	50%
Performance Expectation	3. Identify the intended purpose and audience of the text.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Identify the key information and supporting details.	6	5,1	67%	Multimodal	Required, not covered in course	50%
Performance Expectation	5. Analyze textual information critically.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Compose and revise drafts.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the validity and reliability of sources.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Synthesize and organize information effectively.	6	1	50%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Design and present an effective product.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Integrate source material.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	8. Present final product.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	6	1	67%	Not Aligned	Irrelevant to course	83%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	6	1	67%	Not Aligned	Irrelevant to course	83%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	6	5,2	33%	Multimodal	Required, not covered in course	33%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	6	5,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Use technology appropriately.	6	4,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	50%

HPRS 1X02 Wellness

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	1	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	1	4	100%	Aligned	Reviewed only, not re-taught	100%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	1	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	1	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	1	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Analyze imagery in literary texts.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	1	4	100%	Aligned	Introduced as new material	100%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	1	3	100%	Inconsistently Aligned	Taught in subsequent course	100%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Participate actively and effectively in group discussions.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Key Content	IV. Listening						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	1	2	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	1	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Listen actively and effectively in group discussions.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Performance Expectation	2. Explore a research topic.	1	2	100%	Not Aligned	Taught in subsequent course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Evaluate the validity and reliability of sources.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Synthesize and organize information effectively.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use source material ethically.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define and give examples of complex numbers.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and apply transformations to figures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Convert within a single measurement system.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Select and apply appropriate visual representations of data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Compute and describe summary statistics of data.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	1	2	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Formulate a plan or strategy.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Determine a solution.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Justify the solution.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	5. Evaluate the problem solving process.	1	3	100%	Inconsistently Aligned	Taught in subsequent course	100%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use various types of reasoning.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use a function to model a real-world situation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Interpretation of mathematical work						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	1	1	100%	Not Aligned	Irrelevant to course	100%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	1	2	100%	Not Aligned	Introduced as new material	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use computer models, applications and simulations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	1	4	100%	Aligned	Introduced as new material	100%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use exponents and scientific notation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Use proportional reasoning to solve problems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Simplify algebraic expressions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	D. Research skills/information literacy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.						
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.						
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the Laws of Thermodynamics.						
Performance Expectation	2. Know the processes of energy transfer.						
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.						
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.						
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.						
Performance Expectation	2. Use scale to relate models and structures.						
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.						
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	1	2	100%	Not Aligned	Introduced as new material	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand Mendel's laws of inheritance.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Performance Expectation	4. Know the process of succession.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand properties of solutions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Understand conservation of energy.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	1	3	100%	Inconsistently Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand buoyancy.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Relate electricity and magnetism to everyday life.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	1	2	100%	Not Aligned	Taught in subsequent course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Know the different methods used to increase food production.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Understand land and water usage and management practices.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	1	2	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Explain and analyze the importance of civic engagement.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	1	3	100%	Inconsistently Aligned	Taught in subsequent course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Identify and collect sources.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and evaluate counterarguments.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Use conventions of standard written English.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Strive for accuracy and precision.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Persevere to complete and master tasks.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Work collaboratively.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	4. Identify the key information and supporting details.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	5. Analyze textual information critically.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	1	2	100%	Not Aligned	Introduced as new material	100%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	1	2	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Compose and revise drafts.	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Research across the curriculum						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand which topics or questions are to be investigated.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Explore a research topic.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the validity and reliability of sources.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	5. Synthesize and organize information effectively.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Design and present an effective product.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	7. Integrate source material.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	8. Present final product.	1	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%
Performance Expectation	4. Use technology appropriately.	1	3	100%	Inconsistently Aligned	Introduced as new material	100%

HPRS 1X04 Basic Health Profession Skills

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	3	4,3,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	3	4,3,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	3	4,3,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequence course	33%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequence course	33%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	6. Analyze imagery in literary texts.	3	2	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	3	3,2,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	33%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	3	4	67%	Aligned	Introduced as new material	67%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	3	2	67%	Not Aligned	Introduced as new material	67%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Participate actively and effectively in group discussions.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	3	4,2,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	3	3,2,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	3	5,4,3	33%	Multimodal	Introduced as new material	67%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	3	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	3. Listen actively and effectively in group discussions.	3	5	67%	Aligned	Required, not covered in course	67%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Evaluate the validity and reliability of sources.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Synthesize and organize information effectively.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use source material ethically.	3	4,2,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Define and give examples of complex numbers.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	3	4	100%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	3	5,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Convert within a single measurement system.	3	2	67%	Not Aligned	Reviewed only, not re-taught	67%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	3	2	67%	Not Aligned	Irrelevant to course	67%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Select and apply appropriate visual representations of data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Compute and describe summary statistics of data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and distinguish between different types of functions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Algebraically construct and analyze new functions.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Formulate a plan or strategy.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Determine a solution.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	4. Justify the solution.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	5. Evaluate the problem solving process.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Logical reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Develop and evaluate convincing arguments.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use various types of reasoning.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use a function to model a real-world situation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Evaluate the problem solving process.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	3	5,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	3	5,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Collaborate on joint projects.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	3	5	67%	Aligned	Introduced as new material	67%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	3	5	67%	Aligned	Introduced as new material	67%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use computer models, applications and simulations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	3	5	67%	Aligned	Introduced as new material	67%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use exponents and scientific notation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Use proportional reasoning to solve problems.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Simplify algebraic expressions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	3	5,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use appropriate significant digits.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	3	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	3	5,4,2	33%	Multimodal	Introduced as new material	67%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	3	5,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	3	3,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	3	5,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Know the processes of energy transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	E. Measurements and models						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use models to make predictions.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use scale to relate models and structures.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Describe the structure and function of enzymes.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Know modifications to Mendel's laws.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Know the process of succession.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand oxidation-reduction reactions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Understand chemical equilibrium.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Understand energy changes in chemical reactions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand chemical kinetics.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Know formulas for molecular compounds.	3	1	67%	Not Aligned	Taught in subsequent course	67%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand properties of solutions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Describe intermolecular forces.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand the concepts of mass and inertia.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand forces and Newton's Laws.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the basic laws of thermodynamics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	3	1	67%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and collect sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and evaluate counterarguments.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use conventions of standard written English.	2	2	100%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Strive for accuracy and precision.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Persevere to complete and master tasks.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Work collaboratively.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	3	3,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
.	2. Evaluate sources for quality of content, validity, credibility, and relevance.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	3	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
.	3. Identify the intended purpose and audience of the text.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Identify the key information and supporting details.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	5. Analyze textual information critically.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	3	3	67%	Inconsistently Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	3	4,3,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	3	3	67%	Inconsistently Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	3. Compose and revise drafts.	3	3,2,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the validity and reliability of sources.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Synthesize and organize information effectively.	3	4,3,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	6. Design and present an effective product.	3	3	67%	Inconsistently Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	7. Integrate source material.	3	3	67%	Inconsistently Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	8. Present final product.	3	4,2,1	33%	Multimodal	Reviewed only, not re-taught	67%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use technology to gather information.	3	4,3,1	33%	Multimodal	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Use technology appropriately.	3	2	67%	Not Aligned	Reviewed only, not re-taught	67%

HPRS 1X05 Essentials of Medical Law & Ethics

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	2	4,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	2	4,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	6. Analyze imagery in literary texts.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Participate actively and effectively in group discussions.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	IV. Listening						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Listen actively and effectively in group discussions.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explore a research topic.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate the validity and reliability of sources.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Synthesize and organize information effectively.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use source material ethically.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define and give examples of complex numbers.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Number operations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Perform computations with real and complex numbers.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and represent the features of plane and space figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Convert within a single measurement system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Plan a study.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Select and apply appropriate visual representations of data.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Compute and describe summary statistics of data.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Formulate a plan or strategy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine a solution.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Justify the solution.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Evaluate the problem solving process.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use various types of reasoning.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use a function to model a real-world situation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	2	1	100%	Not Aligned	Irrelevant to course	100%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Scientific inquiry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Use computer models, applications and simulations.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use exponents and scientific notation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	1	100%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Simplify algebraic expressions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Social ethics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Classification						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Describe the structure and function of enzymes.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Understand typical forms of organismal behavior.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Know the process of succession.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Atomic structure						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Understand oxidation-reduction reactions.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand chemical equilibrium.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	5. Understand energy changes in chemical reactions.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	6. Understand chemical kinetics.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Know formulas for molecular compounds.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the concepts of gravitational force and weight.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand pressure in a fluid and its applications.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Know the major features of the hydrosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	2	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Evaluate different governmental systems and functions.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Connect regional or local developments to global ones.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	5. Read narrative texts critically.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	6. Read research data critically.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Identify and collect sources.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Reaching conclusions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use conventions of standard written English.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	2	2	100%	Not Aligned	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	2	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Strive for accuracy and precision.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Persevere to complete and master tasks.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Work collaboratively.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	2	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	2	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	2	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	4. Identify the key information and supporting details.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Analyze textual information critically.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Compose and revise drafts.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	2	4,2	50%	Multimodal	Required, not covered in course	100%
Performance Expectation	2. Explore a research topic.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	4. Evaluate the validity and reliability of sources.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	5. Synthesize and organize information effectively.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	6. Design and present an effective product.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	7. Integrate source material.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Present final product.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	2	4	100%	Aligned	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	2	4	100%	Aligned	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	4. Use technology appropriately.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%

HPRS 1X06 Essentials of Medical Terminology

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	5	4	100%	Aligned	Introduced as new material	40%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	5	3	80%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	5	3	60%	Inconsistently Aligned	Irrelevant to course	60%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	5	3	60%	Inconsistently Aligned	Irrelevant to course	60%
Performance Expectation	6. Analyze imagery in literary texts.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	5	1	60%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	5	5	80%	Aligned	Introduced as new material	80%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	5	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	5	5	80%	Aligned	Introduced as new material	60%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	5	1	60%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	5	3	60%	Inconsistently Aligned	Irrelevant to course	60%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Participate actively and effectively in group discussions.	5	3	60%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	IV. Listening						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	5	3	60%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	40%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	5	3	40%	Inconsistently Aligned	Irrelevant to course	60%
Performance Expectation	3. Listen actively and effectively in group discussions.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explore a research topic.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	5	1	60%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Evaluate the validity and reliability of sources.	5	3,1	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	3. Synthesize and organize information effectively.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	5	3	60%	Inconsistently Aligned	Irrelevant to course	80%
Performance Expectation	2. Use source material ethically.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Define and give examples of complex numbers.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	5	1	80%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	5	2,1	40%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	5	2	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Convert within a single measurement system.	5	2	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Describe data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Determine types of data.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Select and apply appropriate visual representations of data.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Compute and describe summary statistics of data.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	5	1	80%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Develop a function to model a situation.	5	1	80%	Not Aligned	Irrelevant to course	80%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Formulate a plan or strategy.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	3. Determine a solution.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Justify the solution.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Evaluate the problem solving process.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	5	2	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Use various types of reasoning.	5	2	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use a function to model a real-world situation.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	5	2	60%	Not Aligned	Irrelevant to course	80%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1.Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	5	1	80%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	5	1	80%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	5	1	60%	Not Aligned	Irrelevant to course	80%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	5	3,1	40%	Multimodal	Taught in subsequent course; Irrelevant to course	40%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	60%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	60%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	5	2	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	5	2	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	5	4	80%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Use computer models, applications and simulations.	5	4	40%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	60%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	5	3,1	40%	Multimodal	Irrelevant to course	80%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	5	5	80%	Aligned	Introduced as new material	100%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the real number system and its properties.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Use exponents and scientific notation.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Use proportional reasoning to solve problems.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Simplify algebraic expressions.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	5	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand basic geometric principles.	5	1	100%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Use appropriate significant digits.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	5	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	5	5,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	5	3,1	40%	Multimodal	Introduced as new material; Irrelevant to course	40%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	5	3,1	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	5	3,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	40%
Organizing Component	C. History of science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the historical development of major theories in science.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	3	4,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	3	3,2,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	3	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	5	4	40%	Aligned	Introduced as new material	60%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	5	4	40%	Aligned	Introduced as new material	60%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	5	4	60%	Aligned	Introduced as new material	60%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	5	3	40%	Inconsistently Aligned	Introduced as new material	60%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	5	3	40%	Inconsistently Aligned	Introduced as new material	40%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	5	3	40%	Inconsistently Aligned	Introduced as new material	60%
Performance Expectation	2. Describe the structure and function of enzymes.	5	1	40%	Not Aligned	Introduced as new material; Irrelevant to course	40%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	5	2	60%	Not Aligned	Introduced as new material	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	5	3,2	40%	Multimodal	Introduced as new material	60%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	5	2	40%	Not Aligned	Introduced as new material	60%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	5	2	40%	Not Aligned	Introduced as new material	60%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know modifications to Mendel's laws.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	5	3,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Classification and taxonomy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	5	3,1	40%	Multimodal	Irrelevant to course	80%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	5	4,2	40%	Multimodal	Introduced as new material	40%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand typical forms of organismal behavior.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Know the process of succession.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	5	3,1	40%	Multimodal	Taught in subsequent course; Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand oxidation-reduction reactions.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Understand chemical equilibrium.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Understand energy changes in chemical reactions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Understand chemical kinetics.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know formulas for molecular compounds.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand energy changes and chemical reactions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand properties of solutions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Know properties of liquids and solids.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Describe intermolecular forces.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	5	1	40%	Not Aligned	Irrelevant to course	40%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	5	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the fundamental concepts of kinematics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand Pascal's Principle.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand buoyancy.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand Bernoulli's principle.	5	1	100%	Not Aligned	Irrelevant to course	80%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	5	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the basic laws of thermodynamics.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	5	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand concepts of geometric optics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	5	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	5	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	5	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the interaction between human communities and the environment.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	4	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	4	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	4	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	4	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	6. Read research data critically.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	4	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Identify and collect sources.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Recognize and evaluate counterarguments.	4	1	75%	Not Aligned	Irrelevant to course	75%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Use conventions of standard written English.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	4	3	50%	Inconsistently Aligned	Taught in subsequent course	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	5	3,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	5	3,1	40%	Multimodal	Irrelevant to course	40%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	5	3,1	40%	Multimodal	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	5	3	60%	Inconsistently Aligned	Taught in subsequent course; Irrelevant to course	40%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	5	2,1	40%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	40%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	5	1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	5	1	40%	Not Aligned	Taught in subsequent course; Irrelevant to course	40%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	5	5	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	5	5	60%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	3. Strive for accuracy and precision.	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	60%
Performance Expectation	4. Persevere to complete and master tasks.	5	5	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Organizing Component	E. Work habits						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Work independently.	5	5	60%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Work collaboratively.	5	5,3	40%	Multimodal	Required, not covered in course	60%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	5	3	80%	Inconsistently Aligned	Taught in subsequent course	40%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	5	3	40%	Inconsistently Aligned	Reviewed only, not re-taught	40%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	5	5,3	40%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	5	3	40%	Inconsistently Aligned	Required, not covered in course; Taught in subsequent course	40%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	5	5	80%	Aligned	Introduced as new material	80%
Performance Expectation	3. Identify the intended purpose and audience of the text.	5	4	60%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	4. Identify the key information and supporting details.	5	5	60%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	5. Analyze textual information critically.	5	5	40%	Aligned	Taught in subsequent course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	5	2	60%	Not Aligned	Required, not covered in course; Taught in subsequent course	40%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	5	5,2	40%	Multimodal	Required, not covered in course; Taught in subsequent course	40%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	5	2	40%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Compose and revise drafts.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Explore a research topic.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Evaluate the validity and reliability of sources.	5	1	40%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	5. Synthesize and organize information effectively.	5	3	40%	Inconsistently Aligned	Required, not covered in course	40%
Performance Expectation	6. Design and present an effective product.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Integrate source material.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Present final product.	5	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	5	4	60%	Aligned	Introduced as new material	40%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	5	4	40%	Aligned	Introduced as new material	40%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	5	4,3	40%	Multimodal	Required, not covered in course; Introduced as new material	40%
Performance Expectation	4. Use technology appropriately.	5	5	40%	Aligned	Introduced as new material	40%

HPRS 2X01 Pathophysiology

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	9	4,3,1	33%	Multimodal	Irrelevant to course	44%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	9	3,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	44%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	9	4	44%	Aligned	Required, not covered in course	44%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	9	4,3,1	33%	Multimodal	Irrelevant to course	44%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	9	4,1	33%	Multimodal	Irrelevant to course	56%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	9	5	56%	Aligned	Required, not covered in course; Irrelevant to course	44%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	9	5,3	33%	Multimodal	Required, not covered in course	56%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	9	3	33%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	44%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	9	5,4,3, 1	22%	Multimodal	Required, not covered in course; Irrelevant to course	44%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	9	1	33%	Not Aligned	Irrelevant to course	44%
Performance Expectation	6. Analyze imagery in literary texts.	9	1	67%	Not Aligned	Irrelevant to course	78%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	9	1	56%	Not Aligned	Irrelevant to course	89%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	9	1	67%	Not Aligned	Irrelevant to course	89%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	9	1	56%	Not Aligned	Irrelevant to course	78%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	9	1	67%	Not Aligned	Irrelevant to course	89%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	9	1	56%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	9	5,4	33%	Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	33%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	9	5	44%	Aligned	Required, not covered in course	44%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	9	5	56%	Aligned	Required, not covered in course	44%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	9	1	89%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	9	1	89%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	9	1	89%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	9	1	56%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	9	1	89%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	9	1	56%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	9	1	56%	Not Aligned	Irrelevant to course	78%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	9	3	33%	Inconsistently Aligned	Irrelevant to course	44%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Participate actively and effectively in group discussions.	9	4	33%	Aligned	Required, not covered in course	56%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	9	4	44%	Aligned	Irrelevant to course	44%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	9	1	56%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	9	1	56%	Not Aligned	Irrelevant to course	89%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	9	5	44%	Aligned	Required, not covered in course	67%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	9	5,1	33%	Multimodal	Irrelevant to course	56%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	9	3	44%	Inconsistently Aligned	Required, not covered in course	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Listen actively and effectively in group discussions.	9	3	44%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	44%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	9	1	33%	Not Aligned	Required, not covered in course; Irrelevant to course	33%
Performance Expectation	2. Explore a research topic.	9	4	33%	Aligned	Required, not covered in course	44%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	9	1	44%	Not Aligned	Irrelevant to course	44%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	9	5,4	33%	Aligned (Multimodal)	Required, not covered in course	56%
Performance Expectation	2. Evaluate the validity and reliability of sources.	9	4	44%	Aligned	Required, not covered in course	56%
Performance Expectation	3. Synthesize and organize information effectively.	9	4	44%	Aligned	Required, not covered in course	56%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	9	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use source material ethically.	9	5,1	33%	Multimodal	Reviewed only, not re-taught	56%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Define and give examples of complex numbers.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	8	1	63%	Not Aligned	Irrelevant to course	63%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	8	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Make connections between geometry, statistics, and probability.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Make connections between geometry and measurement.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	8	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Convert within a single measurement system.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Select and apply appropriate visual representations of data.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Compute and describe summary statistics of data.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	8	1	75%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	8	1	75%	Not Aligned	Irrelevant to course	63%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Formulate a plan or strategy.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Determine a solution.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	4. Justify the solution.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	5. Evaluate the problem solving process.	8	1	75%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Use various types of reasoning.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Use a function to model a real-world situation.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	8	1	63%	Not Aligned	Irrelevant to course	63%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	8	1	100%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	8	1	75%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	8	1	63%	Not Aligned	Irrelevant to course	63%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	8	4,3,1	25%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	38%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	8	5,4,2, 1	25%	Multimodal	Required, not covered in course	38%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	8	5,3,1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	38%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	8	4	50%	Aligned	Required, not covered in course	63%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use computer models, applications and simulations.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	8	5	63%	Aligned	Introduced as new material	38%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Use exponents and scientific notation.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Use proportional reasoning to solve problems.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	5. Simplify algebraic expressions.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Mathematics as a symbolic language						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	8	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	8	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	8	1	88%	Not Aligned	Irrelevant to course	88%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand and use logarithmic notation (base 10).	8	1	88%	Not Aligned	Irrelevant to course	88%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	8	3	38%	Inconsistently Aligned	Reviewed only, not re-taught	38%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	8	1	38%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	8	1	63%	Not Aligned	Irrelevant to course	63%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	8	1	38%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	8	4,1	38%	Multimodal	Required, not covered in course; Irrelevant to course	38%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	8	4,1	38%	Multimodal	Irrelevant to course	38%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	8	1	50%	Not Aligned	Irrelevant to course	63%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	8	1	50%	Not Aligned	Irrelevant to course	63%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	8	1	50%	Not Aligned	Irrelevant to course	50%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	6	3,1	50%	Multimodal	Irrelevant to course	67%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	6	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the processes of energy transfer.	6	1	50%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	6	1	50%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	6	4,1	33%	Multimodal	Introduced as new material	50%
Performance Expectation	2. Use scale to relate models and structures.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	6	1	83%	Not Aligned	Irrelevant to course	83%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	8	5	50%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	8	3	50%	Inconsistently Aligned	Required, not covered in course	38%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	8	5,4,3, 1	25%	Multimodal	Required, not covered in course	50%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	8	4	38%	Aligned	Required, not covered in course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	8	3	38%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	8	5	50%	Aligned	Required, not covered in course	38%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	8	5,3	38%	Multimodal	Required, not covered in course	38%
Performance Expectation	2. Describe the structure and function of enzymes.	8	5	38%	Aligned	Required, not covered in course	38%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	8	1	63%	Not Aligned	Irrelevant to course	63%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	8	5,4,1	25%	Multimodal	Reviewed only, not re-taught	38%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	8	5,4,3, 1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	25%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	8	1	50%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	8	5,4,3, 1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	25%
Performance Expectation	2. Know modifications to Mendel's laws.	8	5,4,3, 1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	25%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	8	1	38%	Not Aligned	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	F. Systems and homeostasis						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	8	5,1	38%	Multimodal	Required, not covered in course; Irrelevant to course	38%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	8	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	8	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Know the process of succession.	8	1	75%	Not Aligned	Irrelevant to course	88%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	8	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Atomic structure						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	8	5,1	38%	Multimodal	Irrelevant to course	38%
Performance Expectation	3. Understand oxidation-reduction reactions.	8	1	38%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	25%
Performance Expectation	4. Understand chemical equilibrium.	8	1	38%	Not Aligned	Irrelevant to course	38%
Performance Expectation	5. Understand energy changes in chemical reactions.	8	1	50%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Understand chemical kinetics.	8	1	38%	Not Aligned	Irrelevant to course	38%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	8	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Know formulas for molecular compounds.	8	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	8	1	88%	Not Aligned	Irrelevant to course	88%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	8	1	88%	Not Aligned	Irrelevant to course	88%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	8	1	88%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	8	1	75%	Not Aligned	Irrelevant to course	88%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	8	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Understand properties of solutions.	8	1	50%	Not Aligned	Irrelevant to course	63%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	8	1	75%	Not Aligned	Irrelevant to course	88%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	8	1	63%	Not Aligned	Irrelevant to course	75%
Performance Expectation	5. Know properties of liquids and solids.	8	1	75%	Not Aligned	Irrelevant to course	88%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	8	1	88%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Describe intermolecular forces.	8	1	88%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	8	1	63%	Not Aligned	Irrelevant to course	75%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	7	1	71%	Not Aligned	Irrelevant to course	86%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	7	1	100%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand conservation of energy.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Apply the concept of static equilibrium.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand Pascal's Principle.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand buoyancy.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Understand the properties and behavior of sound waves.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand the basic laws of thermodynamics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand Ohm's Law.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Apply the concept of power to electricity.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the wave/particle duality of light.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	7	1	86%	Not Aligned	Irrelevant to course	71%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	7	1	86%	Not Aligned	Irrelevant to course	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	7	1	57%	Not Aligned	Irrelevant to course	57%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	7	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Know the different methods used to increase food production.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Understand land and water usage and management practices.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	7	1	86%	Not Aligned	Irrelevant to course	86%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	7	1	71%	Not Aligned	Irrelevant to course	86%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Explain and analyze the importance of civic engagement.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	7	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	7	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Explain and evaluate the concept of gender.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	7	1	86%	Not Aligned	Irrelevant to course	86%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	7	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	7	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	7	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Evaluate sources from multiple perspectives.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Read narrative texts critically.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	6. Read research data critically.	7	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	7	1	71%	Not Aligned	Irrelevant to course	71%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	7	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Gather, organize and display the results of data and research.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	4. Identify and collect sources.	7	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	7	4,1	43%	Multimodal	Required, not covered in course; Irrelevant to course	43%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Recognize and evaluate counterarguments.	7	1	57%	Not Aligned	Irrelevant to course	43%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	7	4	43%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Use conventions of standard written English.	7	5	71%	Aligned	Required, not covered in course	86%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	7	5	57%	Aligned	Required, not covered in course	71%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	7	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	7	4	43%	Aligned	Required, not covered in course	57%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	7	5	57%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	7	5,4,1	29%	Multimodal	Required, not covered in course	57%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	7	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	7	1	43%	Not Aligned	Required, not covered in course	57%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	7	5,1	29%	Multimodal	Required, not covered in course	57%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	7	1	43%	Not Aligned	Irrelevant to course	43%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	7	5	57%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	7	5	71%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%
Performance Expectation	3. Strive for accuracy and precision.	7	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	4. Persevere to complete and master tasks.	7	5	57%	Aligned	Required, not covered in course	57%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course	57%
Performance Expectation	2. Work collaboratively.	7	5,1	43%	Multimodal	Irrelevant to course	43%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	7	5	57%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	7	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	7	5,1	43%	Multimodal	Required, not covered in course; Irrelevant to course	43%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	7	5	71%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	7	5	57%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%
Performance Expectation	3. Identify the intended purpose and audience of the text.	7	1	43%	Not Aligned	Required, not covered in course; Irrelevant to course	43%
Performance Expectation	4. Identify the key information and supporting details.	7	4	43%	Aligned	Required, not covered in course	43%
Performance Expectation	5. Analyze textual information critically.	7	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	7	5,4	43%	Aligned (Multimodal)	Required, not covered in course	71%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	7	1	43%	Not Aligned	Required, not covered in course	57%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	7	5	43%	Aligned	Required, not covered in course	43%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	7	5	57%	Aligned	Required, not covered in course	71%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	7	5,4,1	29%	Multimodal	Required, not covered in course	57%
Performance Expectation	3. Compose and revise drafts.	7	1	57%	Not Aligned	Irrelevant to course	57%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	7	5,1	43%	Multimodal	Required, not covered in course; Irrelevant to course	43%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explore a research topic.	7	5	57%	Aligned	Required, not covered in course; Irrelevant to course	43%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	7	1	43%	Not Aligned	Required, not covered in course; Irrelevant to course	43%
Performance Expectation	4. Evaluate the validity and reliability of sources.	7	4,3,1	29%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	5. Synthesize and organize information effectively.	7	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	6. Design and present an effective product.	7	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	7. Integrate source material.	7	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	8. Present final product.	7	5	57%	Aligned	Required, not covered in course	43%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	7	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	7	1	71%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	7	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	E. Technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use technology to gather information.	7	5	57%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	7	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	7	5	57%	Aligned	Required, not covered in course	57%
Performance Expectation	4. Use technology appropriately.	7	5	43%	Aligned	Required, not covered in course	57%

MDCA 1X02 Human Disease/Pathophysiology

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	6. Analyze imagery in literary texts.	2	5,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	2	5,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	2	5,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	2	5	100%	Aligned	Taught in subsequent course	100%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	2	5	100%	Aligned	Introduced as new material; Taught in subsequence course	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Participate actively and effectively in group discussions.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	2	5	100%	Aligned	Introduced as new material	100%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Listen actively and effectively in group discussions.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Explore a research topic.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Evaluate the validity and reliability of sources.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Synthesize and organize information effectively.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use source material ethically.	2	5	100%	Aligned	Introduced as new material	100%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compare real numbers.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Define and give examples of complex numbers.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Make connections between geometry and algebra.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	2	5,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	2. Convert within a single measurement system.	2	5,3	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	2	2	100%	Not Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Describe data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Determine types of data.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Select and apply appropriate visual representations of data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Compute and describe summary statistics of data.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	2	4,2	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Recognize reliability of statistical results.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Recognize and distinguish between different types of functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand and analyze features of a function.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Algebraically construct and analyze new functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Develop a function to model a situation.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Formulate a plan or strategy.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Determine a solution.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Justify the solution.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Evaluate the problem solving process.	2	3	100%	Inconsistently Aligned	Required, not covered in course; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	2	4,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Use various types of reasoning.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use a function to model a real-world situation.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Evaluate the problem solving process.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Interpretation of mathematical work						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	2	3,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	2	3,2	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	2	1	100%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	2	4,1	50%	Multimodal	Introduced as new material; Taught in subsequence course	50%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	5,2	50%	Multimodal	Introduced as new material; Taught in subsequence course	50%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use computer models, applications and simulations.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material; Taught in subsequence course	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	5	100%	Aligned	Introduced as new material	100%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the real number system and its properties.	2	4,3	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	2. Use exponents and scientific notation.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Simplify algebraic expressions.	2	4,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use appropriate significant digits.	2	5,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand and use logarithmic notation (base 10).	2	5,2	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	2	5	100%	Aligned	Introduced as new material	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	2	5	100%	Aligned	Introduced as new material	100%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Research skills/information literacy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	2	5	100%	Aligned	Introduced as new material	100%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	3,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	2	100%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Know the processes of energy transfer.	2	4,2	50%	Multimodal	Introduced as new material; Taught in subsequence course	50%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	4	100%	Aligned	Introduced as new material	100%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	5	100%	Aligned	Introduced as new material; Taught in subsequence course	50%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	4,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use scale to relate models and structures.	2	3,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Key Content	VI. Biology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	2	5,3	50%	Multimodal	Introduced as new material; Taught in subsequence course	50%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Describe the structure and function of enzymes.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Know modifications to Mendel's laws.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	2	5,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Understand typical forms of organismal behavior.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Know the process of succession.	2	4,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	2	5,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	2	2	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	2	2	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	2	2	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	2	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Understand chemical equilibrium.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	5. Understand energy changes in chemical reactions.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Know formulas for molecular compounds.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand energy changes and chemical reactions.	2	2	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	2	4,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand properties of solutions.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	7. Describe intermolecular forces.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	VIII. Physics						
Organizing Component	A. Matter						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Understand the concept of density.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand forces and Newton's Laws.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Understand the concept of momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand conservation of energy.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Understand angular momentum.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	2	4,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand Pascal's Principle.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Understand Bernoulli's principle.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Understand the properties and behavior of sound waves.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	2	4	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Understand Ohm's Law.	2	2	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Apply the concept of power to electricity.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Relate electricity and magnetism to everyday life.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Understand the wave/particle duality of light.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Solar system						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	X. Environmental Science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	2	3,1	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	2	3,2	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	2	2	100%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Economics and politics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Name and describe major environmental policies and legislation.	2	4,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	2	5,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Understand the use and consequences of pest management.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Know the different methods used to increase food production.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Understand land and water usage and management practices.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	4,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	3,2	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	3,2	50%	Multimodal	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	4,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	4,2	50%	Multimodal	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	5,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	4,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	4,2	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Connect regional or local developments to global ones.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	4,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	5. Read narrative texts critically.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Read research data critically.	2	4	100%	Aligned	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	3,2	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Identify and collect sources.	2	3	100%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	5,3	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and evaluate counterarguments.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use conventions of standard written English.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Strive for accuracy and precision.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	4. Persevere to complete and master tasks.	2	5	100%	Aligned	Introduced as new material	100%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Work collaboratively.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	F. Academic integrity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Attribute ideas and information to source materials and people.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	2	5	100%	Aligned	Introduced as new material	100%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	2	4	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Identify the intended purpose and audience of the text.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Identify the key information and supporting details.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	5. Analyze textual information critically.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material	100%
Organizing Component	B. Writing across the curriculum						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Compose and revise drafts.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	2	3	100%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Explore a research topic.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	4. Evaluate the validity and reliability of sources.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Synthesize and organize information effectively.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	6. Design and present an effective product.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	7. Integrate source material.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	8. Present final product.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	2	4,3	50%	Multimodal	Introduced as new material; Taught in subsequence course	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	2	5,4	50%	Aligned (Multimodal)	Introduced as new material; Taught in subsequence course	50%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Use technology appropriately.	2	5	100%	Aligned	Introduced as new material	100%

MDCA 1X05 Medical Law & Ethics

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	5	4	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	5	3	40%	Inconsistently Aligned	Introduced as new material	40%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	5	3	40%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course	60%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	5	2	40%	Not Aligned	Taught in subsequent course	40%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	5	4	60%	Aligned	Required, not covered in course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course	60%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	5	4	40%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course	40%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	5	4	60%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	6. Analyze imagery in literary texts.	5	2,1	40%	Not Aligned	Irrelevant to course	40%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	5	3	40%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course	60%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	5	3	40%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	5	4	40%	Aligned	Reviewed only, not re-taught	40%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	5	5	60%	Aligned	Introduced as new material	40%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	60%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	5	5	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	5	2,1	40%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	5	3,1	40%	Multimodal	Reviewed only, not re-taught	60%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	5	4,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	5	4	60%	Aligned	Reviewed only, not re-taught; Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	5	4	80%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Participate actively and effectively in group discussions.	5	5	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	5	4	60%	Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	5	4,3	40%	Multimodal	Introduced as new material	40%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	5	4,3	40%	Multimodal	Introduced as new material	40%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	60%
Organizing Component	B. Listen effectively in informal and formal situations.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Listen critically and respond appropriately to presentations.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	5	4,3	40%	Multimodal	Reviewed only, not re-taught	60%
Performance Expectation	3. Listen actively and effectively in group discussions.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	5	4,1	40%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	2. Explore a research topic.	5	4	60%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	5	4,1	40%	Multimodal	Reviewed only, not re-taught	60%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	5	4	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Evaluate the validity and reliability of sources.	5	4	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	3. Synthesize and organize information effectively.	5	4	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	5	4	60%	Aligned	Reviewed only, not re-taught	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use source material ethically.	5	5	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Define and give examples of complex numbers.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	5	1	60%	Not Aligned	Irrelevant to course	40%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	C. Solving equations, inequalities, and systems of equations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	5	1	80%	Not Aligned	Irrelevant to course	60%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	5	1	60%	Not Aligned	Irrelevant to course	40%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	5	1	100%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Identify the symmetries of a plane figure.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Make connections between geometry and measurement.	5	1	100%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	5	1	100%	Not Aligned	Irrelevant to course	80%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Convert within a single measurement system.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	5	1	100%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	5	1	60%	Not Aligned	Taught in subsequent course; Irrelevant to course	40%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	5	1	80%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	5	1	100%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	5	1	80%	Not Aligned	Irrelevant to course	60%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Select and apply appropriate visual representations of data.	5	1	60%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Compute and describe summary statistics of data.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	5	1	60%	Not Aligned	Taught in subsequent course; Irrelevant to course	40%
Performance Expectation	4. Recognize reliability of statistical results.	5	1	60%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course; Irrelevant to course	20%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Recognize and distinguish between different types of functions.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	5	1	60%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Algebraically construct and analyze new functions.	5	1	80%	Not Aligned	Irrelevant to course	60%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Develop a function to model a situation.	5	1	60%	Not Aligned	Irrelevant to course	40%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Formulate a plan or strategy.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	3. Determine a solution.	5	1	60%	Not Aligned	Taught in subsequent course; Irrelevant to course	40%
Performance Expectation	4. Justify the solution.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	5. Evaluate the problem solving process.	5	1	80%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Use various types of reasoning.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Use a function to model a real-world situation.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	3. Evaluate the problem solving process.	5	1	60%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	5	1	80%	Not Aligned	Irrelevant to course	60%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	5	1	80%	Not Aligned	Taught in subsequent course; Irrelevant to course	40%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	5	1	60%	Not Aligned	Irrelevant to course	40%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	5	4,1	40%	Multimodal	Introduced as new material; Irrelevant to course	40%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	5	4,1	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	5	4,1	40%	Multimodal	Reviewed only, not re-taught	60%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	5	4,1	40%	Multimodal	Reviewed only, not re-taught	60%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	5	1	60%	Not Aligned	Reviewed only, not re-taught	40%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	5	1	40%	Not Aligned	Introduced as new material; Irrelevant to course	40%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	5	4	60%	Aligned	Reviewed only, not re-taught; Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use computer models, applications and simulations.	5	4,1	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	5	4,1	40%	Multimodal	Irrelevant to course	60%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	5	5,4	40%	Aligned (Multimodal)	Introduced as new material	60%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use exponents and scientific notation.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Use proportional reasoning to solve problems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Simplify algebraic expressions.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	F. Scientific measurement						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use appropriate significant digits.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	5	4	60%	Aligned	Irrelevant to course	40%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	C. Presentation of scientific/technical information						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	5	4,1	40%	Multimodal	Required, not covered in course; Irrelevant to course	40%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	5	4,1	40%	Multimodal	Irrelevant to course	40%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	5	1	40%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	5	5	80%	Aligned	Introduced as new material	80%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	5	5	80%	Aligned	Introduced as new material	80%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	5	1	40%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Key Content	V. Cross-Disciplinary Themes						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	4	1	50%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	25%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	4	3	50%	Inconsistently Aligned	Irrelevant to course	50%
Performance Expectation	2. Know the processes of energy transfer.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	4	5,4,3,1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	25%
Organizing Component	D. Classification						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	4	4,3,2,1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	25%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	4	3,1	50%	Multimodal	Irrelevant to course	50%
Performance Expectation	2. Use scale to relate models and structures.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	4	1	75%	Not Aligned	Irrelevant to course	75%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Describe the structure and function of enzymes.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know modifications to Mendel's laws.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	5	1	80%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand typical forms of organismal behavior.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Know the process of succession.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Understand oxidation-reduction reactions.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand chemical equilibrium.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	5. Understand energy changes in chemical reactions.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	6. Understand chemical kinetics.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know formulas for molecular compounds.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	H. Thermochemistry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand energy changes and chemical reactions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand properties of solutions.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Know properties of liquids and solids.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Describe intermolecular forces.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	VIII. Physics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	5	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand the concept of momentum.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand conservation of energy.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand the relationship of work and mechanical energy.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the concept of torque.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Apply the concept of static equilibrium.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand angular momentum.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand Pascal's Principle.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand buoyancy.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Understand Bernoulli's principle.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Understand the properties and behavior of sound waves.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the basic laws of thermodynamics.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand Ohm's Law.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Apply the concept of power to electricity.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand the wave/particle duality of light.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Understand concepts of geometric optics.	5	1	60%	Not Aligned	Irrelevant to course	60%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Identify the major tectonic plates.	5	1	60%	Not Aligned	Irrelevant to course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Describe the rock cycle and its products.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	5	1	80%	Not Aligned	Irrelevant to course	80%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Know the major features of the atmosphere.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Know the major features of the hydrosphere.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	5. Be familiar with Earth's major biomes.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	5	1	80%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	5	1	80%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	5	1	40%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	5	1	40%	Not Aligned	Introduced as new material; Irrelevant to course	40%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	5	1	60%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand the use and consequences of pest management.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Know the different methods used to increase food production.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	4. Understand land and water usage and management practices.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	5	1	60%	Not Aligned	Irrelevant to course	60%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	5	1	80%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	5	1	60%	Not Aligned	Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	5	4	60%	Aligned	Introduced as new material	60%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	5	4,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	5	4	40%	Aligned	Introduced as new material	60%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	5	4	40%	Aligned	Introduced as new material	60%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the basic functions and structures of international economics.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	5	3,1	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	5	4	40%	Aligned	Introduced as new material	60%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	5	4,1	40%	Multimodal	Introduced as new material	60%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	5	4,1	40%	Multimodal	Introduced as new material	60%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught	60%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	5	3,1	40%	Multimodal	Introduced as new material; Taught in subsequence course	40%
Performance Expectation	2. Explain and evaluate the concept of gender.	5	3,1	40%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	5	3,1	40%	Multimodal	Introduced as new material	40%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	5	3	40%	Inconsistently Aligned	Reviewed only, not re-taught	60%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	5	3,1	40%	Multimodal	Reviewed only, not re-taught	40%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	5	4,1	40%	Multimodal	Reviewed only, not re-taught	40%
Performance Expectation	2. Connect regional or local developments to global ones.	5	1	60%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	5	1	60%	Not Aligned	Reviewed only, not re-taught	40%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	5	1	60%	Not Aligned	Introduced as new material	40%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	5	5,1	40%	Multimodal	Introduced as new material	40%
Performance Expectation	3. Evaluate sources from multiple perspectives.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	5. Read narrative texts critically.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	6. Read research data critically.	5	1	60%	Not Aligned	Irrelevant to course	40%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	5	1	60%	Not Aligned	Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	5	1	60%	Not Aligned	Irrelevant to course	40%
Performance Expectation	3. Gather, organize and display the results of data and research.	5	1	60%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	60%
Performance Expectation	4. Identify and collect sources.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	5	4,1	40%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	60%
Performance Expectation	2. Recognize and evaluate counterarguments.	5	4	60%	Aligned	Reviewed only, not re-taught	40%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	5	5	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Use conventions of standard written English.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	5	5	80%	Aligned	Required, not covered in course	60%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	5	4	80%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	5	5	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	5	4,3	40%	Multimodal	Reviewed only, not re-taught	60%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	5	4	80%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	5	4	60%	Aligned	Reviewed only, not re-taught	80%
Organizing Component	D. Academic behaviors						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	5	5	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	5	5	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Strive for accuracy and precision.	5	5	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	4. Persevere to complete and master tasks.	5	5	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	5	5	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Work collaboratively.	5	5	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	5	5	60%	Aligned	Introduced as new material	40%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	5	5	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%
Performance Expectation	3. Identify the intended purpose and audience of the text.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	4. Identify the key information and supporting details.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	5. Analyze textual information critically.	5	4	60%	Aligned	Introduced as new material	40%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	5	4	60%	Aligned	Introduced as new material	40%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	5	4	60%	Aligned	Reviewed only, not re-taught	40%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	5	4,1	40%	Multimodal	Introduced as new material	40%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	5	4	40%	Aligned	Reviewed only, not re-taught	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	5	4	80%	Aligned	Required, not covered in course; Taught in subsequent course	40%
Performance Expectation	3. Compose and revise drafts.	5	4	80%	Aligned	Required, not covered in course; Taught in subsequent course	40%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Explore a research topic.	5	4	60%	Aligned	Irrelevant to course	40%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	5	4	60%	Aligned	Required, not covered in course	40%
Performance Expectation	4. Evaluate the validity and reliability of sources.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course	40%
Performance Expectation	5. Synthesize and organize information effectively.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course	40%
Performance Expectation	6. Design and present an effective product.	5	4,3	40%	Multimodal	Irrelevant to course	40%
Performance Expectation	7. Integrate source material.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	8. Present final product.	5	4	60%	Aligned	Required, not covered in course	40%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	5	4	80%	Aligned	Reviewed only, not re-taught	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	5	4,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	5	1	40%	Not Aligned	Irrelevant to course	60%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	5	4	80%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	5	4	80%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	5	4	60%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	4. Use technology appropriately.	5	4	60%	Aligned	Reviewed only, not re-taught; Introduced as new material	40%

PSYC 2X14 Developmental Psychology

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	14	3	43%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	14	5	50%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	14	4	64%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	14	4,2	29%	Multimodal	Required, not covered in course	50%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	14	5,4	29%	Aligned (Multimodal)	Required, not covered in course	57%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	14	5	43%	Aligned	Required, not covered in course	57%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	14	4	64%	Aligned	Required, not covered in course	43%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	14	4	57%	Aligned	Required, not covered in course	57%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	14	4	43%	Aligned	Required, not covered in course; Reviewed only, not re-taught	43%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	14	3	43%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	6. Analyze imagery in literary texts.	14	1	79%	Not Aligned	Irrelevant to course	86%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	14	1	50%	Not Aligned	Irrelevant to course	71%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	14	1	71%	Not Aligned	Irrelevant to course	79%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	14	1	57%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	14	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	14	1	43%	Not Aligned	Irrelevant to course	43%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	14	4	50%	Aligned	Introduced as new material	43%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	14	3	36%	Inconsistently Aligned	Required, not covered in course	36%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	14	4	43%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	14	1	79%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	14	1	86%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	14	1	79%	Not Aligned	Irrelevant to course	93%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	14	1	36%	Not Aligned	Introduced as new material	50%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	14	1	86%	Not Aligned	Irrelevant to course	93%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	14	1	36%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	14	1	43%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	14	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	2. Participate actively and effectively in group discussions.	14	4	57%	Aligned	Reviewed only, not re-taught	43%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	14	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	29%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	14	1	50%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	14	1	43%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	14	1	43%	Not Aligned	Irrelevant to course	43%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	14	4	50%	Aligned	Required, not covered in course	36%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	14	1	36%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Listen actively and effectively in group discussions.	14	4	57%	Aligned	Required, not covered in course	57%
Key Content	V. Research						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	14	4	50%	Aligned	Introduced as new material	50%
Performance Expectation	2. Explore a research topic.	14	4	50%	Aligned	Introduced as new material	64%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	14	4	36%	Aligned	Reviewed only, not re-taught	43%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	14	5	50%	Aligned	Introduced as new material	43%
Performance Expectation	2. Evaluate the validity and reliability of sources.	14	5,4	36%	Aligned (Multimodal)	Introduced as new material	50%
Performance Expectation	3. Synthesize and organize information effectively.	14	5	64%	Aligned	Reviewed only, not re-taught	36%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	14	5	50%	Aligned	Introduced as new material	43%
Performance Expectation	2. Use source material ethically.	14	5	57%	Aligned	Reviewed only, not re-taught	50%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	14	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Define and give examples of complex numbers.	14	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	14	1	79%	Not Aligned	Irrelevant to course	79%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	14	1	64%	Not Aligned	Irrelevant to course	71%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	14	1	79%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	14	1	86%	Not Aligned	Irrelevant to course	93%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	14	1	86%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	14	1	64%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	14	1	64%	Not Aligned	Irrelevant to course	79%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	14	1	93%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	14	1	93%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	14	1	93%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	14	1	79%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Make connections between geometry and measurement.	14	1	93%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	14	1	93%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	14	1	79%	Not Aligned	Irrelevant to course	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Convert within a single measurement system.	14	1	86%	Not Aligned	Irrelevant to course	93%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	14	1	93%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	14	1	93%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	14	1	57%	Not Aligned	Irrelevant to course	64%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	14	1	79%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	14	1	86%	Not Aligned	Irrelevant to course	86%
Key Content	VI. Statistical Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	14	3	36%	Inconsistently Aligned	Introduced as new material	36%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	14	4,1	36%	Multimodal	Introduced as new material	36%
Performance Expectation	2. Select and apply appropriate visual representations of data.	14	4,1	29%	Multimodal	Taught in subsequent course	36%
Performance Expectation	3. Compute and describe summary statistics of data.	14	1	57%	Not Aligned	Irrelevant to course	43%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	14	1	50%	Not Aligned	Taught in subsequent course	43%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	14	4	36%	Aligned	Taught in subsequent course	29%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	14	2	29%	Not Aligned	Taught in subsequent course	29%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	14	1	64%	Not Aligned	Irrelevant to course	43%
Performance Expectation	4. Recognize reliability of statistical results.	14	5	36%	Aligned	Introduced as new material	36%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Recognize and distinguish between different types of functions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Analysis of functions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand and analyze features of a function.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Algebraically construct and analyze new functions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Develop a function to model a situation.	14	1	93%	Not Aligned	Irrelevant to course	86%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	14	1	29%	Not Aligned	Required, not covered in course	36%
Performance Expectation	2. Formulate a plan or strategy.	14	1	50%	Not Aligned	Irrelevant to course	43%
Performance Expectation	3. Determine a solution.	14	1	50%	Not Aligned	Irrelevant to course	36%
Performance Expectation	4. Justify the solution.	14	1	57%	Not Aligned	Irrelevant to course	36%
Performance Expectation	5. Evaluate the problem solving process.	14	1	36%	Not Aligned	Irrelevant to course	36%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	14	1	57%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Use various types of reasoning.	14	3	50%	Inconsistently Aligned	Irrelevant to course	36%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	14	1	64%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Use a function to model a real-world situation.	14	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Evaluate the problem solving process.	14	1	57%	Not Aligned	Irrelevant to course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	14	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	14	1	71%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	14	1	79%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	14	1	71%	Not Aligned	Irrelevant to course	64%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	14	1	79%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	14	1	71%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	14	1	86%	Not Aligned	Irrelevant to course	79%
Key Content	X. Connections						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	14	1	79%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	14	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	14	1	50%	Not Aligned	Irrelevant to course	43%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	14	1	71%	Not Aligned	Irrelevant to course	71%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	14	4	64%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	14	4	43%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	14	4	50%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	14	4	43%	Aligned	Reviewed only, not re-taught; Introduced as new material	29%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	14	4	57%	Aligned	Introduced as new material	36%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	14	5,4, 3,1	21%	Multimodal	Irrelevant to course	50%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	14	1	79%	Not Aligned	Irrelevant to course	79%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	14	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	2. Use computer models, applications and simulations.	14	1	64%	Not Aligned	Irrelevant to course	71%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	14	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	14	5	64%	Aligned	Introduced as new material	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	14	1	71%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Use exponents and scientific notation.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	4. Use proportional reasoning to solve problems.	14	1	79%	Not Aligned	Irrelevant to course	71%
Performance Expectation	5. Simplify algebraic expressions.	14	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	14	1	79%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	14	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	14	1	86%	Not Aligned	Irrelevant to course	79%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	14	1	86%	Not Aligned	Irrelevant to course	79%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	14	1	86%	Not Aligned	Irrelevant to course	79%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	14	1	86%	Not Aligned	Irrelevant to course	79%
Performance Expectation	4. Understand basic geometric principles.	14	1	86%	Not Aligned	Irrelevant to course	79%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	14	1	86%	Not Aligned	Irrelevant to course	71%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	14	4	29%	Aligned	Reviewed only, not re-taught; Taught in subsequent course	36%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	14	1	93%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Use appropriate significant digits.	14	1	79%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	14	1	93%	Not Aligned	Irrelevant to course	79%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	14	4	43%	Aligned	Introduced as new material; Irrelevant to course	29%
Organizing Component	B. Scientific reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	14	4	57%	Aligned	Introduced as new material	36%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	14	1	71%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	14	4	50%	Aligned	Introduced as new material	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	14	4	43%	Aligned	Required, not covered in course	36%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	14	1	57%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	14	5	57%	Aligned	Introduced as new material	36%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	14	5	50%	Aligned	Introduced as new material	36%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	14	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
Organizing Component	B. Social ethics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	14	4	57%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	14	4	64%	Aligned	Reviewed only, not re-taught; Introduced as new material	43%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	14	4	36%	Aligned	Introduced as new material	43%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	10	1	100%	Not Aligned	Irrelevant to course	90%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	10	1	100%	Not Aligned	Irrelevant to course	90%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	10	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	10	1	100%	Not Aligned	Irrelevant to course	90%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	10	5,4, 1	30%	Multimodal	Introduced as new material	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	10	4	40%	Aligned	Reviewed only, not re-taught	40%
Organizing Component	E. Measurements and models						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use models to make predictions.	10	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use scale to relate models and structures.	10	1	80%	Not Aligned	Irrelevant to course	70%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	10	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	14	1	71%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	14	1	71%	Not Aligned	Irrelevant to course	79%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	14	1	57%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	14	1	57%	Not Aligned	Irrelevant to course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Describe the structure and function of enzymes.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	14	1	86%	Not Aligned	Irrelevant to course	79%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	14	1	86%	Not Aligned	Irrelevant to course	79%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	14	1	86%	Not Aligned	Irrelevant to course	79%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	14	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	2. Know modifications to Mendel's laws.	14	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	14	1	64%	Not Aligned	Irrelevant to course	57%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	14	1	64%	Not Aligned	Irrelevant to course	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	14	1	57%	Not Aligned	Irrelevant to course	57%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	14	1	79%	Not Aligned	Irrelevant to course	79%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	14	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	14	1	93%	Not Aligned	Irrelevant to course	79%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	14	1	93%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Understand typical forms of organismal behavior.	14	1	64%	Not Aligned	Irrelevant to course	57%
Performance Expectation	4. Know the process of succession.	14	1	79%	Not Aligned	Irrelevant to course	71%
Key Content	VII. Chemistry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	14	1	93%	Not Aligned	Irrelevant to course	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand oxidation-reduction reactions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Understand chemical equilibrium.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Understand energy changes in chemical reactions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	6. Understand chemical kinetics.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Know formulas for molecular compounds.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand energy changes and chemical reactions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand properties of solutions.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	14	1	93%	Not Aligned	Irrelevant to course	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know properties of liquids and solids.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	7. Describe intermolecular forces.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	14	1	93%	Not Aligned	Irrelevant to course	86%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand states of matter and their characteristics.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand the concepts of mass and inertia.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Understand the concept of density.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	14	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	14	1	93%	Not Aligned	Irrelevant to course	93%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Understand forces and Newton's Laws.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand the concept of momentum.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Understand conservation of energy.	14	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand the concept of torque.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Apply the concept of static equilibrium.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	4. Understand angular momentum.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand Pascal's Principle.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Understand buoyancy.	14	1	93%	Not Aligned	Irrelevant to course	86%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand Bernoulli's principle.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	4. Understand the properties and behavior of sound waves.	14	1	86%	Not Aligned	Irrelevant to course	79%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand the basic laws of thermodynamics.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Understand Ohm's Law.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	4. Apply the concept of power to electricity.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	14	1	93%	Not Aligned	Irrelevant to course	93%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Relate electricity and magnetism to everyday life.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Understand the wave/particle duality of light.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Understand concepts of geometric optics.	14	1	93%	Not Aligned	Irrelevant to course	93%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	14	1	93%	Not Aligned	Irrelevant to course	93%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Identify the major tectonic plates.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	4. Describe the rock cycle and its products.	14	1	93%	Not Aligned	Irrelevant to course	93%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	14	1	93%	Not Aligned	Irrelevant to course	93%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	14	1	93%	Not Aligned	Irrelevant to course	93%
Performance Expectation	3. Know the major features of the atmosphere.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	4. Know the major features of the hydrosphere.	14	1	93%	Not Aligned	Irrelevant to course	79%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Be familiar with Earth's major biomes.	14	1	93%	Not Aligned	Irrelevant to course	79%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	14	1	93%	Not Aligned	Irrelevant to course	86%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	14	1	93%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	14	1	86%	Not Aligned	Irrelevant to course	86%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	14	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	14	1	71%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	14	1	79%	Not Aligned	Irrelevant to course	79%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	14	1	86%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Understand the use and consequences of pest management.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Know the different methods used to increase food production.	14	1	79%	Not Aligned	Irrelevant to course	79%
Performance Expectation	4. Understand land and water usage and management practices.	14	1	79%	Not Aligned	Irrelevant to course	79%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	14	1	79%	Not Aligned	Irrelevant to course	79%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	14	1	79%	Not Aligned	Irrelevant to course	86%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	14	1	43%	Not Aligned	Irrelevant to course	43%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	14	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	14	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	14	1	50%	Not Aligned	Irrelevant to course	43%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	14	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	14	1	93%	Not Aligned	Irrelevant to course	71%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	14	1	57%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	14	1	43%	Not Aligned	Irrelevant to course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	14	1	71%	Not Aligned	Irrelevant to course	79%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	14	1	71%	Not Aligned	Irrelevant to course	79%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	14	1	64%	Not Aligned	Irrelevant to course	71%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	14	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	14	1	71%	Not Aligned	Irrelevant to course	71%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	14	1	36%	Not Aligned	Introduced as new material; Irrelevant to course	29%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	14	5	57%	Aligned	Introduced as new material	79%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	14	4	50%	Aligned	Introduced as new material	86%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	14	4	43%	Aligned	Introduced as new material	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	14	4	43%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	14	4	43%	Aligned	Introduced as new material	36%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	14	4	29%	Aligned	Introduced as new material	36%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	14	3	43%	Inconsistently Aligned	Introduced as new material	50%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	14	3	36%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	2. Explain and evaluate the concept of gender.	14	5	50%	Aligned	Introduced as new material	79%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	14	3,2	29%	Multimodal	Reviewed only, not re-taught	36%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	14	4	43%	Aligned	Introduced as new material	50%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	14	5	50%	Aligned	Introduced as new material	57%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	14	5	50%	Aligned	Introduced as new material	71%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	14	1	57%	Not Aligned	Irrelevant to course	57%
Performance Expectation	2. Connect regional or local developments to global ones.	14	1	50%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	14	1	43%	Not Aligned	Irrelevant to course	57%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	14	1	36%	Not Aligned	Irrelevant to course	36%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	14	4	57%	Aligned	Required, not covered in course; Reviewed only, not re-taught	29%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	14	4	36%	Aligned	Reviewed only, not re-taught	36%
Performance Expectation	3. Evaluate sources from multiple perspectives.	14	3	36%	Inconsistently Aligned	Reviewed only, not re-taught	29%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	14	1	43%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	29%
Performance Expectation	5. Read narrative texts critically.	14	4,1	29%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	21%
Performance Expectation	6. Read research data critically.	14	4	43%	Aligned	Reviewed only, not re-taught	43%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	14	4	43%	Aligned	Taught in subsequent course	36%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	14	3	36%	Inconsistently Aligned	Introduced as new material	29%
Performance Expectation	3. Gather, organize and display the results of data and research.	14	3	36%	Inconsistently Aligned	Reviewed only, not re-taught	29%
Performance Expectation	4. Identify and collect sources.	14	4	36%	Aligned	Introduced as new material	36%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	14	4	57%	Aligned	Reviewed only, not re-taught	43%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	14	5,3	29%	Multimodal	Introduced as new material	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	14	4,3	36%	Multimodal	Introduced as new material	43%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	14	5	36%	Aligned	Required, not covered in course	36%
Performance Expectation	2. Use conventions of standard written English.	14	5	57%	Aligned	Required, not covered in course	64%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	14	5	71%	Aligned	Introduced as new material	36%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	14	4	50%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	14	4	50%	Aligned	Reviewed only, not re-taught	43%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	14	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	14	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	14	4	43%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	14	4	36%	Aligned	Introduced as new material	36%
Organizing Component	C. Problem solving						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	14	5,3	29%	Multimodal	Reviewed only, not re-taught	36%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	14	3	43%	Inconsistently Aligned	Reviewed only, not re-taught	36%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	14	4,3	29%	Multimodal	Reviewed only, not re-taught	43%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	14	5	79%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	14	5	93%	Aligned	Required, not covered in course	57%
Performance Expectation	3. Strive for accuracy and precision.	14	5	71%	Aligned	Required, not covered in course	64%
Performance Expectation	4. Persevere to complete and master tasks.	14	5	86%	Aligned	Required, not covered in course	64%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	14	5	71%	Aligned	Required, not covered in course	71%
Performance Expectation	2. Work collaboratively.	14	5	64%	Aligned	Required, not covered in course	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	14	5	79%	Aligned	Introduced as new material	36%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	14	5	43%	Aligned	Reviewed only, not re-taught; Introduced as new material	29%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	14	5	43%	Aligned	Required, not covered in course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	14	5	50%	Aligned	Introduced as new material	36%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	14	5	64%	Aligned	Required, not covered in course	64%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	14	5	64%	Aligned	Required, not covered in course	64%
Performance Expectation	3. Identify the intended purpose and audience of the text.	14	5	50%	Aligned	Required, not covered in course	43%
Performance Expectation	4. Identify the key information and supporting details.	14	5	71%	Aligned	Required, not covered in course	57%
Performance Expectation	5. Analyze textual information critically.	14	5	64%	Aligned	Required, not covered in course	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	14	5	57%	Aligned	Required, not covered in course	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	14	5	57%	Aligned	Required, not covered in course	57%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	14	5	64%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	29%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	14	5	71%	Aligned	Required, not covered in course	64%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	14	4	43%	Aligned	Required, not covered in course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Compose and revise drafts.	14	4	43%	Aligned	Required, not covered in course	64%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	14	5	43%	Aligned	Reviewed only, not re-taught	29%
Performance Expectation	2. Explore a research topic.	14	5	57%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	14	5,4, 3	29%	Multimodal	Required, not covered in course; Taught in subsequent course	29%
Performance Expectation	4. Evaluate the validity and reliability of sources.	14	5	36%	Aligned	Reviewed only, not re-taught; Introduced as new material	29%
Performance Expectation	5. Synthesize and organize information effectively.	14	5	71%	Aligned	Required, not covered in course	50%
Performance Expectation	6. Design and present an effective product.	14	5	50%	Aligned	Irrelevant to course	36%
Performance Expectation	7. Integrate source material.	14	5	57%	Aligned	Required, not covered in course; Introduced as new material	29%
Performance Expectation	8. Present final product.	14	5	57%	Aligned	Introduced as new material; Irrelevant to course	29%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	14	4,3	29%	Multimodal	Taught in subsequent course	36%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	14	3,1	36%	Multimodal	Taught in subsequent course	43%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	14	4,1	36%	Multimodal	Taught in subsequent course	36%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	14	5	57%	Aligned	Reviewed only, not re-taught	43%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	14	5	43%	Aligned	Required, not covered in course	43%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	14	5	43%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	4. Use technology appropriately.	14	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%

RNSG 1X01 Dosage Calculation

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	4	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	4	1	50%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	25%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	4	4,1	50%	Multimodal	Irrelevant to course	75%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	4	4	50%	Aligned	Taught in subsequent course	50%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	4	1	50%	Not Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course; Irrelevant to course	25%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	4	1	50%	Not Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course; Irrelevant to course	25%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	4	4,1	50%	Multimodal	Taught in subsequent course	50%
Performance Expectation	6. Analyze imagery in literary texts.	4	1	50%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	4	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	4	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	4	3	50%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	4	4,1	50%	Multimodal	Taught in subsequent course	50%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	4	5,4,3,1	25%	Multimodal	Required, not covered in course	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	4	1	75%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	4	1	75%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Participate actively and effectively in group discussions.	4	1	75%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	4	1	75%	Not Aligned	Irrelevant to course	50%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	4	1	75%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	4	5,4,2,1	25%	Multimodal	Taught in subsequent course	50%
Performance Expectation	3. Listen actively and effectively in group discussions.	4	5,4,2,1	25%	Multimodal	Taught in subsequent course	50%
Key Content	V. Research						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	4	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	4	1	75%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	4	4,1	50%	Multimodal	Taught in subsequent course	50%
Performance Expectation	2. Evaluate the validity and reliability of sources.	4	3	50%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Synthesize and organize information effectively.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	4	1	75%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Use source material ethically.	4	1	75%	Not Aligned	Irrelevant to course	50%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Define and give examples of complex numbers.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	3	5,4,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	3	5	67%	Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
Organizing Component	B. Manipulating expression						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	3	5	67%	Aligned	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	3	4,3,1	33%	Multimodal	Taught in subsequent course	67%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	3	3	67%	Inconsistently Aligned	Taught in subsequent course	67%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	3	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	33%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	3	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	2. Convert within a single measurement system.	3	5	100%	Aligned	Introduced as new material	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Describe data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Determine types of data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Select and apply appropriate visual representations of data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Compute and describe summary statistics of data.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize and distinguish between different types of functions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Algebraically construct and analyze new functions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Model real world situations with functions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Apply known function models.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Develop a function to model a situation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	3	5	67%	Aligned	Introduced as new material	67%
Performance Expectation	2. Formulate a plan or strategy.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Determine a solution.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	4. Justify the solution.	3	4	67%	Aligned	Introduced as new material	67%
Performance Expectation	5. Evaluate the problem solving process.	3	4	67%	Aligned	Introduced as new material	67%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use various types of reasoning.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	3	5	67%	Aligned	Reviewed only, not re-taught	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use a function to model a real-world situation.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Evaluate the problem solving process.	3	5	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	3	5,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	3	5,3,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	3	5,3,1	33%	Multimodal	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	3	5,3,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	3	5	67%	Aligned	Introduced as new material	67%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	3	5,3,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Use computer models, applications and simulations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	3	5	67%	Aligned	Introduced as new material	67%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	3	5	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Use exponents and scientific notation.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	3	5	100%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	4. Use proportional reasoning to solve problems.	3	5	67%	Aligned	Introduced as new material	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Simplify algebraic expressions.	3	5,4,2	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	3	5,4,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	3	5,2,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand basic geometric principles.	3	5,2,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	3	5	100%	Aligned	Introduced as new material	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	3	3,2,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	3	5	67%	Aligned	Introduced as new material	67%
Performance Expectation	2. Use appropriate significant digits.	3	5	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	3	1	67%	Not Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Key Content	IV. Science, Technology, and Society						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	3	1	67%	Not Aligned	Introduced as new material; Taught in subsequence course	33%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	3	1	67%	Not Aligned	Required, not covered in course	67%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	3	1	67%	Not Aligned	Required, not covered in course	67%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize patterns of change.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Describe the structure and function of enzymes.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Know modifications to Mendel's laws.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand oxidation-reduction reactions.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Understand energy changes in chemical reactions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand chemical kinetics.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	3	1	100%	Not Aligned	Irrelevant to course	67%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand energy changes and chemical reactions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Understand properties of solutions.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know properties of liquids and solids.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	3	1	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand forces and Newton's Laws.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand the concept of momentum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand conservation of energy.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	3	1	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Understand Pascal's Principle.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand buoyancy.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	3	1	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	2. Understand the basic laws of thermodynamics.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Be familiar with Earth's major biomes.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	II. Diverse Human Perspectives and Experiences						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain and evaluate the concept of gender.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Gather, organize and display the results of data and research.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and collect sources.	3	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	3	5,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize and evaluate counterarguments.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use conventions of standard written English.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	3	1	67%	Not Aligned	Irrelevant to course	67%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	3	4,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	3	1	67%	Not Aligned	Reviewed only, not re-taught	67%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	3	4,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Strive for accuracy and precision.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	4. Persevere to complete and master tasks.	3	5	67%	Aligned	Required, not covered in course	67%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Work collaboratively.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	F. Academic integrity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Attribute ideas and information to source materials and people.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	3	5,2,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	3	5,3,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	3	5,4,2	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Identify the intended purpose and audience of the text.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	4. Identify the key information and supporting details.	3	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	5. Analyze textual information critically.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Adapt reading strategies according to structure of texts.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Compose and revise drafts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Evaluate the validity and reliability of sources.	3	1	67%	Not Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	50%
Performance Expectation	5. Synthesize and organize information effectively.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Design and present an effective product.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Integrate source material.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	8. Present final product.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	3	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	3	5,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	3	5,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	4. Use technology appropriately.	3	5,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

RNSG 1X07 Nursing Jurisprudence

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	5	4	60%	Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	5	4	80%	Aligned	Required, not covered in course	60%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	5	4	60%	Aligned	Required, not covered in course	60%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	5	4	40%	Aligned	Required, not covered in course	60%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	5	5	40%	Aligned	Required, not covered in course	80%
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	5	4	60%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	5	4	60%	Aligned	Required, not covered in course	80%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course	60%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	5	4	80%	Aligned	Required, not covered in course	80%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	5	4	60%	Aligned	Required, not covered in course	60%
Performance Expectation	6. Analyze imagery in literary texts.	5	2	40%	Not Aligned	Irrelevant to course	80%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	5	4	40%	Aligned	Irrelevant to course	60%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	5	4	60%	Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	5	2	40%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	5	4,3	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	5	3	60%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	40%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	5	5	40%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	5	5	40%	Aligned	Required, not covered in course	80%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	5	5	60%	Aligned	Required, not covered in course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	80%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	5	1	60%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	5	3	40%	Inconsistently Aligned	Irrelevant to course	40%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	5	1	60%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	5	5	60%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	5	5	60%	Aligned	Reviewed only, not re-taught	80%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	5	5	60%	Aligned	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Participate actively and effectively in group discussions.	5	5	80%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	5	4	60%	Aligned	Reviewed only, not re-taught	80%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	5	4,3	40%	Multimodal	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	80%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	60%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	5	5,4	40%	Aligned (Multimodal)	Reviewed only, not re-taught	60%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	5	5	60%	Aligned	Reviewed only, not re-taught	80%
Performance Expectation	3. Listen actively and effectively in group discussions.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	5	3	40%	Inconsistently Aligned	Introduced as new material	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Explore a research topic.	5	5,4	40%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	40%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	5	3	40%	Inconsistently Aligned	Irrelevant to course	40%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	5	5	80%	Aligned	Required, not covered in course	60%
Performance Expectation	2. Evaluate the validity and reliability of sources.	5	4	60%	Aligned	Required, not covered in course	40%
Performance Expectation	3. Synthesize and organize information effectively.	5	4	60%	Aligned	Introduced as new material	60%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	5	4	40%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Use source material ethically.	5	5	60%	Aligned	Reviewed only, not re-taught	80%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	5	3	50%	Inconsistently Aligned	Irrelevant to course	60%
Performance Expectation	2. Define and give examples of complex numbers.	5	3	60%	Inconsistently Aligned	Irrelevant to course	60%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	5	5,2	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	5	4	40%	Aligned	Reviewed only, not re-taught; Irrelevant to course	40%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	5	3,1	40%	Multimodal	Irrelevant to course	80%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	5	1	80%	Not Aligned	Irrelevant to course	80%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Identify and apply transformations to figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Make connections between geometry and measurement.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	5	1	40%	Not Aligned	Irrelevant to course	60%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	5	4	40%	Aligned	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	2. Convert within a single measurement system.	5	4	40%	Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	80%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	5	1	40%	Not Aligned	Irrelevant to course	80%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	5	1	60%	Not Aligned	Irrelevant to course	80%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	5	1	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	5	1	40%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Select and apply appropriate visual representations of data.	5	3,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	3. Compute and describe summary statistics of data.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	5	2	60%	Not Aligned	Irrelevant to course	80%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	5	3,2	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	5	2,1	40%	Not Aligned (Multimodal)	Irrelevant to course	80%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	5	2	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	5	4	40%	Aligned	Irrelevant to course	40%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	5	1	80%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	5	1	80%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	5	4	60%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	2. Formulate a plan or strategy.	5	4	40%	Aligned	Reviewed only, not re-taught	60%
Performance Expectation	3. Determine a solution.	5	4	60%	Aligned	Required, not covered in course	60%
Performance Expectation	4. Justify the solution.	5	4	40%	Aligned	Required, not covered in course	60%
Performance Expectation	5. Evaluate the problem solving process.	5	4,2	40%	Multimodal	Required, not covered in course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	5	4,2	40%	Multimodal	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	2. Use various types of reasoning.	5	4,2	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	5	4,1	40%	Multimodal	Irrelevant to course	60%
Performance Expectation	2. Use a function to model a real-world situation.	5	1	80%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	5	1	40%	Not Aligned	Irrelevant to course	60%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	5	1	40%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	5	4,1	40%	Multimodal	Irrelevant to course	60%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	5	4	40%	Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	C. Presentation and representation of mathematical work						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	5	1	60%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	5	3,1	40%	Multimodal	Irrelevant to course	80%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	5	1	40%	Not Aligned	Irrelevant to course	80%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	5	1	60%	Not Aligned	Irrelevant to course	80%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	5	3,2	40%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	40%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	5	1	60%	Not Aligned	Irrelevant to course	60%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	5	4	40%	Aligned	Required, not covered in course	60%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	4	4	75%	Aligned	Required, not covered in course	75%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	4	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	4	4	75%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	60%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	4	4	50%	Aligned	Required, not covered in course	75%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	4	5,4,3,2	25%	Multimodal	Required, not covered in course	75%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	4	5	50%	Aligned	Reviewed only, not re-taught	75%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	4	5	75%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	60%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	4	4	50%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	4	5	100%	Aligned	Required, not covered in course	75%
Performance Expectation	2. Use computer models, applications and simulations.	4	3	50%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	4	4	50%	Aligned	Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	4	3	75%	Inconsistently Aligned	Taught in subsequent course	50%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	4	5	50%	Aligned	Reviewed only, not re-taught	50%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	4	3	50%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	2. Use exponents and scientific notation.	4	4,3,2,1	25%	Multimodal	Irrelevant to course	50%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	4	4	75%	Aligned	Required, not covered in course	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	4	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	5. Simplify algebraic expressions.	4	4,3,2,1	25%	Multimodal	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	4	4	50%	Aligned	Taught in subsequent course	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	4	2	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	4	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	4	5,4,2,1	25%	Multimodal	Required, not covered in course; Irrelevant to course	60%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	4	2	50%	Not Aligned	Irrelevant to course	75%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	4	4,3,2,1	25%	Multimodal	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	2. Use appropriate significant digits.	4	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	4	2	50%	Not Aligned	Irrelevant to course	75%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	4	5	50%	Aligned	Reviewed only, not re-taught	50%
Organizing Component	B. Scientific reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	4	5,4,3,2	25%	Multimodal	Required, not covered in course	50%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	4	5,4,2,1	25%	Multimodal	Required, not covered in course	50%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	4	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	75%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	4	5,4,3,2	25%	Multimodal	Required, not covered in course	75%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	4	5,3,2,1	25%	Multimodal	Required, not covered in course	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	4	5	75%	Aligned	Required, not covered in course	75%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	4	3	50%	Inconsistently Aligned	Reviewed only, not re-taught	75%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	4	5,4,3,2	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	25%
Organizing Component	B. Social ethics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	4	5	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	4	5,3	50%	Multimodal	Reviewed only, not re-taught	50%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	4	2	50%	Not Aligned	Required, not covered in course	50%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use scale to relate models and structures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	4	5,4,3,2	25%	Multimodal	Required, not covered in course	50%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	4	2	50%	Not Aligned	Required, not covered in course	50%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	4	3	75%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	4	2	50%	Not Aligned	Required, not covered in course	75%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	4	3	75%	Inconsistently Aligned	Required, not covered in course	50%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	4	4,3	50%	Multimodal	Required, not covered in course	50%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	4	3	50%	Inconsistently Aligned	Irrelevant to course	50%
Performance Expectation	2. Describe the structure and function of enzymes.	4	3	50%	Inconsistently Aligned	Irrelevant to course	50%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	4	4,3,2,1	25%	Multimodal	Irrelevant to course	75%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	4	2	50%	Not Aligned	Taught in subsequent course	50%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	4	4	50%	Aligned	Irrelevant to course	50%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	4	2	50%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	4	2	75%	Not Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	4	3,2	50%	Multimodal	Reviewed only, not re-taught	50%
Performance Expectation	2. Know modifications to Mendel's laws.	4	2	75%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	4	2,1	50%	Aligned (Multimodal)	Irrelevant to course	75%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	4	2,1	50%	Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	4	2	75%	Not Aligned	Irrelevant to course	50%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	4	2	75%	Not Aligned	Required, not covered in course	50%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	4	2	50%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Know the process of succession.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	4	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	4	1	50%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	4	1	75%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	4	1	75%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	4	1	75%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	4	1	100%	Not Aligned	Irrelevant to course	75%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	4	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Understand the basic laws of thermodynamics.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	4	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	4	1	100%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Understand concepts of geometric optics.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	4	1	100%	Not Aligned	Irrelevant to course	75%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	4	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Describe the rock cycle and its products.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	4	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	4	1	75%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	4	1	75%	Not Aligned	Irrelevant to course	75%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	4	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	4	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	60%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	4	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	4	1	75%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	4	3,1	50%	Multimodal	Irrelevant to course	75%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	4	1	75%	Not Aligned	Irrelevant to course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	4	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	4	4,3,2,1	25%	Multimodal	Irrelevant to course	50%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	4	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	4	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	75%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	4	4,3,2,1	25%	Multimodal	Irrelevant to course	75%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	4	2	75%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	60%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	4	3	50%	Inconsistently Aligned	Required, not covered in course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	4	3	50%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	60%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	4	3	75%	Inconsistently Aligned	Required, not covered in course	75%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	4	4,3	50%	Multimodal	Required, not covered in course	50%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	4	5,4, 2,1	25%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	60%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	4	4	50%	Aligned	Required, not covered in course	50%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	4	3	50%	Inconsistently Aligned	Irrelevant to course	50%
Performance Expectation	2. Explain and evaluate the concept of gender.	4	3	50%	Inconsistently Aligned	Reviewed only, not re-taught	50%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	4	1	50%	Not Aligned	Irrelevant to course	75%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	4	3	75%	Inconsistently Aligned	Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	4	4,3, 2,1	25%	Multimodal	Irrelevant to course	75%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	4	3	50%	Inconsistently Aligned	Irrelevant to course	50%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	4	3,1	50%	Multimodal	Irrelevant to course	75%
Performance Expectation	2. Connect regional or local developments to global ones.	4	3	50%	Inconsistently Aligned	Irrelevant to course	75%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	4	3	50%	Inconsistently Aligned	Irrelevant to course	75%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	4	2	50%	Not Aligned	Irrelevant to course	75%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	4	3	75%	Inconsistently Aligned	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	4	3,1	50%	Multimodal	Irrelevant to course	75%
Performance Expectation	3. Evaluate sources from multiple perspectives.	4	4	50%	Aligned	Required, not covered in course; Irrelevant to course	60%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	4	3	50%	Inconsistently Aligned	Required, not covered in course	75%
Performance Expectation	5. Read narrative texts critically.	4	4	50%	Aligned	Required, not covered in course; Irrelevant to course	60%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Read research data critically.	4	4	50%	Aligned	Required, not covered in course; Irrelevant to course	60%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	4	3,1	50%	Multimodal	Irrelevant to course	75%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	4	3,1	50%	Multimodal	Irrelevant to course	75%
Performance Expectation	3. Gather, organize and display the results of data and research.	4	3	50%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	60%
Performance Expectation	4. Identify and collect sources.	4	3	75%	Inconsistently Aligned	Irrelevant to course	50%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	4	5	50%	Aligned	Required, not covered in course	50%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	4	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	4	4	50%	Aligned	Required, not covered in course	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	4	5	75%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use conventions of standard written English.	4	5	75%	Aligned	Required, not covered in course	75%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	4	5	75%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	4	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	4	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	60%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	4	4	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	4	4	50%	Aligned	Reviewed only, not re-taught	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	4	4	50%	Aligned	Required, not covered in course	50%
Organizing Component	C. Problem solving						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	4	5	75%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	4	5	75%	Aligned	Required, not covered in course	50%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	4	5	75%	Aligned	Required, not covered in course	75%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	4	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	4	5	75%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Strive for accuracy and precision.	4	5	75%	Aligned	Required, not covered in course	100%
Performance Expectation	4. Persevere to complete and master tasks.	4	5	75%	Aligned	Required, not covered in course	100%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	4	5	75%	Aligned	Required, not covered in course	75%
Performance Expectation	2. Work collaboratively.	4	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	4	5	75%	Aligned	Required, not covered in course	50%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	4	5	75%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	4	5	100%	Aligned	Required, not covered in course	50%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	4	5	100%	Aligned	Required, not covered in course	75%
Key Content	II. Foundational Skills						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	4	5	75%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	4	5	75%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	4	5	50%	Aligned	Required, not covered in course	75%
Performance Expectation	4. Identify the key information and supporting details.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course	100%
Performance Expectation	5. Analyze textual information critically.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course	75%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	4	4	75%	Aligned	Required, not covered in course	75%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	4	5	50%	Aligned	Required, not covered in course	100%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	4	5	50%	Aligned	Required, not covered in course	100%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	4	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	4	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Compose and revise drafts.	4	5,4	50%	Multimodal	Required, not covered in course	75%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	4	5,4	50%	Multimodal	Required, not covered in course	75%
Performance Expectation	2. Explore a research topic.	4	4	50%	Aligned	Required, not covered in course	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	4	4	50%	Aligned	Required, not covered in course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Evaluate the validity and reliability of sources.	4	4	50%	Aligned	Required, not covered in course	75%
Performance Expectation	5. Synthesize and organize information effectively.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	6. Design and present an effective product.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	60%
Performance Expectation	7. Integrate source material.	4	4	75%	Aligned	Required, not covered in course	75%
Performance Expectation	8. Present final product.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course	75%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	4	2	50%	Not Aligned	Required, not covered in course	75%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	4	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	4	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	4	5,4	50%	Aligned (Multimodal)	Required, not covered in course	75%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	4	5,4, 3,1	25%	Multimodal	Required, not covered in course	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	4	3	50%	Inconsistently Aligned	Required, not covered in course	75%
Performance Expectation	4. Use technology appropriately.	4	5	75%	Aligned	Required, not covered in course	75%

Appendix D: Programming Course Level Alignment Results

COSC 2315/ITSE 2345 Data Structures

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	3	4,2,1	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	3	5,4,3	33%	Multimodal	Reviewed only, not re-taught	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	3	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	3	3,2,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	3	2	67%	Not Aligned	Required, not covered in course	67%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze imagery in literary texts.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	3	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	3	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	3	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Participate actively and effectively in group discussions.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	3	3	100%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	3	5,4,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	3	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	3	5,3,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	3. Listen actively and effectively in group discussions.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	3	1	67%	Not Aligned	Introduced as new material; Taught in subsequence course	33%
Performance Expectation	2. Explore a research topic.	3	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	3	1	100%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Select information from a variety of sources.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Gather relevant sources.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Evaluate the validity and reliability of sources.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Synthesize and organize information effectively.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	3	5,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Use source material ethically.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Taught in subsequent course	33%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	3	5	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Define and give examples of complex numbers.	3	3	67%	Inconsistently Aligned	Irrelevant to course	67%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	3	5,3,1	67%	Multimodal	Required, not covered in course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	3	4	67%	Aligned	Required, not covered in course	67%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	3	4,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Translate among multiple representations of equations and relationships.	3	4,2,1	33%	Multimodal	Required, not covered in course	67%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	3	4	67%	Aligned	Required, not covered in course	67%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Identify the symmetries of a plane figure.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	3	4,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Make connections between geometry and measurement.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Organizing Component	D. Logic and reasoning in geometry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Make and validate geometric conjectures.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	3	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	3	4	67%	Aligned	Required, not covered in course	67%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Convert within a single measurement system.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	3	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	3	4,3,2	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	3	4,3,2	33%	Multimodal	Required, not covered in course	67%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	V. Probabilistic Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	3	3	67%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	3	3,2,1	33%	Multimodal	Required, not covered in course	67%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Select and apply appropriate visual representations of data.	3	3	67%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	3. Compute and describe summary statistics of data.	3	2	67%	Not Aligned	Required, not covered in course	67%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	3	5,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	3	4,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	3	1	67%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	3	1	67%	Not Aligned	Irrelevant to course	67%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	3	5,4,2	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Recognize and distinguish between different types of functions.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	3	5,4,3	33%	Multimodal	Introduced as new material	67%
Performance Expectation	2. Algebraically construct and analyze new functions.	3	2	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	3	3,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Develop a function to model a situation.	3	2	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	3	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Formulate a plan or strategy.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Determine a solution.	3	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	4. Justify the solution.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	5. Evaluate the problem solving process.	3	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use various types of reasoning.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Use a function to model a real-world situation.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Evaluate the problem solving process.	3	5	67%	Aligned	Introduced as new material	67%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	3	5,4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	3	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	3	5	100%	Aligned	Introduced as new material	67%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	3	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	67%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	67%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Current scientific technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Demonstrate literacy in computer use.	2	5	100%	Aligned	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	2. Use computer models, applications and simulations.	2	5,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	67%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	5,3	50%	Multimodal	Introduced as new material	100%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	2	5	100%	Aligned	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Use exponents and scientific notation.	2	5	100%	Aligned	Required, not covered in course; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	5	100%	Aligned	Required, not covered in course; Introduced as new material	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Introduced as new material	50%
Performance Expectation	5. Simplify algebraic expressions.	2	5,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	5,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	5,3	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	4,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	4. Understand basic geometric principles.	2	4,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	1	2	100%	Not Aligned	Required, not covered in course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	1	3	100%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	1	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	1	5	100%	Aligned	Required, not covered in course	100%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	1	2	100%	Not Aligned	Required, not covered in course	100%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	1	2	100%	Not Aligned	Required, not covered in course	100%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	1	2	100%	Not Aligned	Required, not covered in course	100%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	1	2	100%	Not Aligned	Required, not covered in course	100%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Classification						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Know the process of succession.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand Pascal's Principle.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know the different methods used to increase food production.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	1	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Evaluate sources from multiple perspectives.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Read narrative texts critically.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and collect sources.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and evaluate counterarguments.	1	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use conventions of standard written English.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	1	1	100%	Not Aligned	Irrelevant to course	100%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	1	5	100%	Aligned	Required, not covered in course	100%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	1	2	100%	Not Aligned	Required, not covered in course	100%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Organizing Component	C. Problem solving						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	1	2	100%	Not Aligned	Required, not covered in course	100%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	1	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Strive for accuracy and precision.	1	5	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	4. Persevere to complete and master tasks.	1	5	100%	Aligned	Required, not covered in course	100%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	1	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Work collaboratively.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	1	4	100%	Aligned	Required, not covered in course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	1	5	100%	Aligned	Required, not covered in course	100%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	1	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	4. Identify the key information and supporting details.	1	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	5. Analyze textual information critically.	1	2	100%	Not Aligned	Required, not covered in course	100%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	1	4	100%	Aligned	Required, not covered in course	100%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	1	2	100%	Not Aligned	Required, not covered in course	100%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	1	5	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	1	3	100%	Inconsistently Aligned	Required, not covered in course	100%
Performance Expectation	3. Compose and revise drafts.	1	4	100%	Aligned	Required, not covered in course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explore a research topic.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the validity and reliability of sources.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Synthesize and organize information effectively.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Design and present an effective product.	1	2	100%	Not Aligned	Required, not covered in course	100%
Performance Expectation	7. Integrate source material.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Present final product.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	1	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	1	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	1	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Use technology appropriately.	1	1	100%	Not Aligned	Irrelevant to course	100%

COSC 2330 Advanced Structure Language

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	6. Analyze imagery in literary texts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	2	4,1	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Participate actively and effectively in group discussions.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Listen actively and effectively in group discussions.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Evaluate the validity and reliability of sources.	2	2,1	50%	Not Aligned (Multimodal)	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Synthesize and organize information effectively.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use source material ethically.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Define and give examples of complex numbers.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Manipulating expression						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Identify the symmetries of a plane figure.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Make connections between geometry and measurement.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Convert within a single measurement system.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	2	4,2	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Measurement involving statistics and probability						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compute and use measures of center and spread to describe data.	2	4,2	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Select and apply appropriate visual representations of data.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Compute and describe summary statistics of data.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Recognize reliability of statistical results.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and distinguish between different types of functions.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Algebraically construct and analyze new functions.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Develop a function to model a situation.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Formulate a plan or strategy.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Determine a solution.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Justify the solution.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	5. Evaluate the problem solving process.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use various types of reasoning.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use a function to model a real-world situation.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Evaluate the problem solving process.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	2	5,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Current scientific technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Demonstrate literacy in computer use.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use computer models, applications and simulations.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use exponents and scientific notation.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Simplify algebraic expressions.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	4. Understand basic geometric principles.	2	3,1	50%	Multimodal	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use appropriate significant digits.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand and use logarithmic notation (base 10).	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Research skills/information literacy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	2	5	100%	Aligned	Required, not covered in course; Introduced as new material	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	2	3,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	2	4,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	2	4,2	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use scale to relate models and structures.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	1	4,1	100%	Multimodal	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know formulas for molecular compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	2	1	100%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand forces and Newton's Laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	2	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	5. Read narrative texts critically.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	6. Read research data critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Identify and collect sources.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and evaluate counterarguments.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use conventions of standard written English.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	2	3,2	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Strive for accuracy and precision.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Persevere to complete and master tasks.	2	5	100%	Aligned	Required, not covered in course; Introduced as new material	50%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Work collaboratively.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	F. Academic integrity						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Attribute ideas and information to source materials and people.	2	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	2	5	100%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	2	5	100%	Aligned	Required, not covered in course	100%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Identify the intended purpose and audience of the text.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Identify the key information and supporting details.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Analyze textual information critically.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Compose and revise drafts.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	2	1	100%	Not Aligned	Irrelevant to course	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Evaluate the validity and reliability of sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Synthesize and organize information effectively.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	6. Design and present an effective product.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	7. Integrate source material.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	8. Present final product.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use technology to organize, manage, and analyze information.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. Use technology appropriately.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%

COSC 2336 Programming Fundamentals III

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	3	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	3	1	67%	Not Aligned	Required, not covered in course	67%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	3	5,2,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	3	5,4,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	6. Analyze imagery in literary texts.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	3	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	3	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	3	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	3	4,3,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	3	4,3,1	33%	Multimodal	Irrelevant to course	67%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	3	4,3,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Participate actively and effectively in group discussions.	3	4,3,1	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	3	4,3,1	33%	Multimodal	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	3	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	3	5	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	3	5	67%	Aligned	Required, not covered in course	67%
Performance Expectation	3. Listen actively and effectively in group discussions.	3	5	67%	Aligned	Required, not covered in course	67%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Formulate research questions.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Explore a research topic.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Evaluate the validity and reliability of sources.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	3. Synthesize and organize information effectively.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Organizing Component	C. Produce and design a document.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Design and present an effective product.	3	4	67%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Use source material ethically.	3	4,3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Define and give examples of complex numbers.	3	4	67%	Aligned	Required, not covered in course	67%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	3	5,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	3	4,3,2	33%	Multimodal	Required, not covered in course	67%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	3	5,4,3	33%	Multimodal	Reviewed only, not re-taught	67%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	3	3	67%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	2. Identify the symmetries of a plane figure.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Make connections between geometry, statistics, and probability.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	3. Make connections between geometry and measurement.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Convert within a single measurement system.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	3	2	67%	Not Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Computation and interpretation of probabilities						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	3	4,3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	3	5,3,2	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Select and apply appropriate visual representations of data.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	67%
Performance Expectation	3. Compute and describe summary statistics of data.	3	5,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	67%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	3	5,3,1	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	3	5,2,1	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	4. Recognize reliability of statistical results.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	2. Recognize and distinguish between different types of functions.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Algebraically construct and analyze new functions.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Develop a function to model a situation.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	3	5	67%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Formulate a plan or strategy.	3	5	100%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Determine a solution.	3	5	100%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	4. Justify the solution.	3	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	5. Evaluate the problem solving process.	3	5,4,3	33%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Use various types of reasoning.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	C. Real world problem solving						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	3	5,4,2	33%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Use a function to model a real-world situation.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	3. Evaluate the problem solving process.	3	5	67%	Aligned	Reviewed only, not re-taught	67%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	3	5	67%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	3	4	67%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	3	4	67%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	100%
Organizing Component	C. Presentation and representation of mathematical work						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	33%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	3	2	67%	Not Aligned	Taught in subsequent course	67%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	3	4,3,2	33%	Multimodal	Taught in subsequent course	67%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	3	4	67%	Aligned	Taught in subsequent course	67%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course; Irrelevant to course	33%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	3	4	67%	Aligned	Introduced as new material	67%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	3	100%	Inconsistently Aligned	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	C. Collaborative and safe working practices						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Collaborate on joint projects.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use computer models, applications and simulations.	2	5	100%	Aligned	Introduced as new material	100%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the real number system and its properties.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use exponents and scientific notation.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	5. Simplify algebraic expressions.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	4. Understand basic geometric principles.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	F. Scientific measurement						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	2	3,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Use appropriate significant digits.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	2	4,1	50%	Multimodal	Reviewed only, not re-taught	100%
Organizing Component	C. Presentation of scientific/technical information						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course	100%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Use scale to relate models and structures.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	2	1	100%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Understand chemical kinetics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know properties of liquids and solids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	7. Describe intermolecular forces.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	2	1	100%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand Pascal's Principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand Bernoulli's principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the properties and behavior of sound waves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand Ohm's Law.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Relate electricity and magnetism to everyday life.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the wave/particle duality of light.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Be familiar with Earth's major biomes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	2	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	5. Read narrative texts critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and collect sources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	2	2,1	50%	Not Aligned (Multimodal)	Taught in subsequent course; Irrelevant to course	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	4,1	50%	Multimodal	Required, not covered in course; Taught in subsequent course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use conventions of standard written English.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	2	4	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	2	5,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	2	4,2	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	2	4	100%	Aligned	Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Strive for accuracy and precision.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Persevere to complete and master tasks.	2	5	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	E. Work habits						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Work independently.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Work collaboratively.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	2	5,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Identify the intended purpose and audience of the text.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Identify the key information and supporting details.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Analyze textual information critically.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Compose and revise drafts.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Evaluate the validity and reliability of sources.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	5. Synthesize and organize information effectively.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	6. Design and present an effective product.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	7. Integrate source material.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	8. Present final product.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	67%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught; Taught in subsequent course	50%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	2	4	100%	Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Use technology appropriately.	2	5,4	50%	Aligned (Multimodal)	Required, not covered in course; Reviewed only, not re-taught	50%

CPMT 1305 PC Hardware & Software

Skill Type	Skill Statement	Total Responses	Mode	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	3	3	67%	Inconsistently Aligned	Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	3	4	67%	Aligned	Reviewed only, not re-taught; Introduced as new material; Taught in subsequent course	33%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	3	2	67%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	3	4,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%

Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	3	4	100%	Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	3	4,3,2	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	3	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	6. Analyze imagery in literary texts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	3	1	67%	Not Aligned	Irrelevant to course	67%

Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	3	4,2,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	3	4,3,2	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	3	5,4,1	33%	Multimodal	Introduced as new material	67%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	3	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	3	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						

Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	3	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	3	4,3,2	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	3	4,2,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	3	4,3,1	33%	Multimodal	Reviewed only, not re-taught; Introduced as new material; Irrelevant to course	33%
Performance Expectation	2. Participate actively and effectively in group discussions.	3	4,3,2	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	IV. Listening						

Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	3	3	67%	Inconsistently Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	3	3	67%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	3	3	67%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	3	2	67%	Not Aligned	Reviewed only, not re-taught	67%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	3	3	67%	Inconsistently Aligned	Required, not covered in course; Taught in subsequent course; Irrelevant to course	33%
Performance Expectation	3. Listen actively and effectively in group discussions.	3	4,3,2	33%	Multimodal	Reviewed only, not re-taught	67%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	3	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	3	5,4,3	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Introduced as new material	33%

Performance Expectation	3. Refine research topic and devise a timeline for completing work.	3	1	67%	Not Aligned	Required, not covered in course	67%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	3	5,4,3	33%	Multimodal	Required, not covered in course	67%
Performance Expectation	2. Evaluate the validity and reliability of sources.	3	5,4,1	33%	Multimodal	Reviewed only, not re-taught	67%
Performance Expectation	3. Synthesize and organize information effectively.	3	4,3,2	33%	Multimodal	Required, not covered in course	67%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	3	3	100%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Taught in subsequent course	33%
Performance Expectation	2. Use source material ethically.	3	4	67%	Aligned	Required, not covered in course	67%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Define and give examples of complex numbers.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Key Content	II. Algebraic Reasoning						

Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						

Performance Expectation	1. Identify and apply transformations to figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the symmetries of a plane figure.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Convert within a single measurement system.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	2	4,3	50%	Multimodal	Reviewed only, not re-taught	100%
Performance Expectation	2. Select and apply appropriate visual representations of data.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Compute and describe summary statistics of data.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Recognize reliability of statistical results.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Develop a function to model a situation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						

Performance Expectation	1. Analyze given information.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Formulate a plan or strategy.	2	5,2	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	3. Determine a solution.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Justify the solution.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	5. Evaluate the problem solving process.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Use various types of reasoning.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use a function to model a real-world situation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						

Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						

Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use computer models, applications and simulations.	2	3	100%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%

Performance Expectation	2. Use exponents and scientific notation.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Use proportional reasoning to solve problems.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	5. Simplify algebraic expressions.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	2	1	100%	Not Aligned	Taught in subsequent course; Irrelevant to course	50%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	2	1	100%	Not Aligned	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Understand basic geometric principles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Taught in subsequent course	50%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	2	1	100%	Not Aligned	Irrelevant to course	100%

Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	2	4,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	2	2,1	50%	Not Aligned (Multimodal)	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	2	100%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						

Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Evolution and populations						

Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	2	1	100%	Not Aligned	Irrelevant to course	100%

Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the process of succession.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Chemical reactions						

Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand energy changes in chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Understand chemical kinetics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know formulas for molecular compounds.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	5. Know properties of liquids and solids.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	7. Describe intermolecular forces.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand states of matter and their characteristics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the concept of density.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand conservation of energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	4. Understand the properties and behavior of sound waves.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	2	3,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Understand Ohm's Law.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	4. Apply the concept of power to electricity.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	2	5,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	J. Optics						

Performance Expectation	1. Know the electromagnetic spectrum.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Understand the wave/particle duality of light.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	2	1	100%	Not Aligned	Irrelevant to course	100%

Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify the major tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Be familiar with Earth's major biomes.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						

Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	2	1	100%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	5. Analyze how various cultural regions have changed over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	2	1	100%	Not Aligned	Irrelevant to course	100%

Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	2	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	3. Evaluate sources from multiple perspectives.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%

Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	5. Read narrative texts critically.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Read research data critically.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	4. Identify and collect sources.	2	3,2	50%	Multimodal	Required, not covered in course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	2	2,1	50%	Not Aligned (Multimodal)	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Recognize and evaluate counterarguments.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%

Performance Expectation	2. Use conventions of standard written English.	2	5,3	50%	Multimodal	Required, not covered in course	100%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	2	5,3	50%	Multimodal	Reviewed only, not re-taught	100%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	2	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	2	4,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	2	3,1	50%	Multimodal	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%

Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	2	4,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	2	4,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Strive for accuracy and precision.	2	5,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Persevere to complete and master tasks.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Work collaboratively.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught; Introduced as new material	50%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	2	3,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%

Performance Expectation	4. Understand and adhere to ethical codes of conduct.	2	5,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	2	3,2	50%	Multimodal	Required, not covered in course	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	2	3,2	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	4. Identify the key information and supporting details.	2	5,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	5. Analyze textual information critically.	2	5,3	50%	Multimodal	Required, not covered in course; Introduced as new material	50%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	2	5,3	50%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	2	4,3	50%	Multimodal	Required, not covered in course	100%

Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Taught in subsequent course	50%
Performance Expectation	3. Compose and revise drafts.	2	3,2	50%	Multimodal	Required, not covered in course	100%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	2. Explore a research topic.	2	2	100%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	50%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	2	3,2	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%
Performance Expectation	4. Evaluate the validity and reliability of sources.	2	4,1	50%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	50%
Performance Expectation	5. Synthesize and organize information effectively.	2	5,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	6. Design and present an effective product.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	7. Integrate source material.	2	4,1	50%	Multimodal	Introduced as new material; Irrelevant to course	50%
Performance Expectation	8. Present final product.	2	5	100%	Aligned	Reviewed only, not re-taught	100%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	2	3,1	50%	Multimodal	Required, not covered in course; Irrelevant to course	50%

Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	2	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	2	2,1	50%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	50%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	2	5,4	50%	Aligned (Multimodal)	Reviewed only, not re-taught	100%
Performance Expectation	4. Use technology appropriately.	2	5	100%	Aligned	Reviewed only, not re-taught; Introduced as new material	50%

ITSC 1325 PC Hardware

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	6	3,1	33%	Multimodal	Irrelevant to course	67%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	6	1	33%	Not Aligned	Required, not covered in course	100%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	6	3,1	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	6	1	50%	Not Aligned	Required, not covered in course	33%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	6	5,1	33%	Multimodal	Required, not covered in course	50%
Key Content	II. Reading						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	6	5	50%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	6	2	33%	Not Aligned	Required, not covered in course	100%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	6	1	50%	Not Aligned	Required, not covered in course	33%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	6	4,1	33%	Multimodal	Required, not covered in course	33%
Performance Expectation	6. Analyze imagery in literary texts.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	6	1	83%	Not Aligned	Irrelevant to course	33%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	6	1	83%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	6	5	50%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	6	2,1	33%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	6	3	50%	Inconsistently Aligned	Required, not covered in course	33%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	6	2,1	33%	Not Aligned (Multimodal)	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	6	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	6	4	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	67%
Performance Expectation	2. Participate actively and effectively in group discussions.	6	4	50%	Aligned	Required, not covered in course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	6	1	50%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	6	1	50%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	6	4,3,1	33%	Multimodal	Required, not covered in course	67%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	6	4	50%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	6	4	67%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Listen actively and effectively in group discussions.	6	4	67%	Aligned	Required, not covered in course	100%
Key Content	V. Research						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explore a research topic.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	6	2	50%	Not Aligned	Required, not covered in course	67%
Performance Expectation	2. Evaluate the validity and reliability of sources.	6	1	33%	Not Aligned	Required, not covered in course	100%
Performance Expectation	3. Synthesize and organize information effectively.	6	5,1	33%	Multimodal	Required, not covered in course	100%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	6	1	50%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use source material ethically.	6	5,2	33%	Multimodal	Required, not covered in course	100%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	6	4	67%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Define and give examples of complex numbers.	6	1	83%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	6	4,2	33%	Multimodal	Required, not covered in course	83%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	6	1	50%	Not Aligned	Irrelevant to course	100%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	6	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Manipulating expression						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	6	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	6	1	83%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Translate among multiple representations of equations and relationships.	6	1	83%	Not Aligned	Irrelevant to course	100%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Identify the symmetries of a plane figure.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Make connections between geometry and measurement.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	6	1	100%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	6	4	50%	Aligned	Required, not covered in course	100%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	6	5	50%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Convert within a single measurement system.	6	5	33%	Aligned	Required, not covered in course	100%
Organizing Component	C. Measurement involving geometry and algebra						
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	6	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	6	1	83%	Not Aligned	Irrelevant to course	67%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	6	1	83%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Select and apply appropriate visual representations of data.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	3. Compute and describe summary statistics of data.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	6	1	83%	Not Aligned	Irrelevant to course	33%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	6	1	83%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Recognize reliability of statistical results.	6	1	83%	Not Aligned	Irrelevant to course	33%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Recognize and distinguish between different types of functions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Algebraically construct and analyze new functions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Develop a function to model a situation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	6	4	33%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Formulate a plan or strategy.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Determine a solution.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Justify the solution.	6	1	67%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Evaluate the problem solving process.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	6	1	50%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use various types of reasoning.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use a function to model a real-world situation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate the problem solving process.	6	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	6	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	6	4,1	33%	Multimodal	Required, not covered in course	100%
	Science						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	6	1	83%	Not Aligned	Irrelevant to course	33%
Organizing Component	B. Scientific inquiry						
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	6	1	100%	Not Aligned	Irrelevant to course	67%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	6	1	50%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	6	5	50%	Aligned	Required, not covered in course; Introduced as new material; Irrelevant to course	100%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	6	5,1	33%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	100%
Organizing Component	D. Current scientific technology						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Demonstrate literacy in computer use.	6	5	83%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Use computer models, applications and simulations.	6	5,1	33%	Multimodal	Irrelevant to course	100%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	6	1	67%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	6	5	50%	Aligned	Required, not covered in course; Irrelevant to course	33%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						
Performance Expectation	1. Understand the real number system and its properties.	6	5,4,1	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	2. Use exponents and scientific notation.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	6	4	50%	Aligned	Required, not covered in course	83%
Performance Expectation	4. Use proportional reasoning to solve problems.	6	1	83%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Simplify algebraic expressions.	6	1	83%	Not Aligned	Irrelevant to course	50%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	6	4	50%	Aligned	Required, not covered in course	33%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	50%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand basic geometric principles.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Scientific application of probability and statistics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand descriptive statistics.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use appropriate significant digits.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	6	1	50%	Not Aligned	Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	6	4,3	33%	Multimodal	Required, not covered in course	100%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	6	5	67%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	6	5,4	33%	Aligned (Multimodal)	Required, not covered in course	100%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	6	4,3	33%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	100%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	6	4	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	100%
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	6	1	50%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	6	1	67%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	6	1	67%	Not Aligned	Irrelevant to course	100%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	4	1	75%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	4	2,1	33%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the processes of energy transfer.	4	2,1	33%	Not Aligned (Multimodal)	Irrelevant to course	100%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	4	1	75%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Use scale to relate models and structures.	4	1	75%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	4	1	75%	Not Aligned	Irrelevant to course	100%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	6	1	100%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Describe the structure and function of enzymes.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	6	1	100%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	6	1	100%	Not Aligned	Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know modifications to Mendel's laws.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	E. Classification and taxonomy						
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	6	1	100%	Not Aligned	Irrelevant to course	67%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	6	1	100%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand typical forms of organismal behavior.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	4. Know the process of succession.	6	1	100%	Not Aligned	Irrelevant to course	33%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	6	1	83%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	6	1	100%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand oxidation-reduction reactions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand chemical equilibrium.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Understand energy changes in chemical reactions.	6	1	100%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Understand chemical kinetics.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Know formulas for molecular compounds.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand energy changes and chemical reactions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand properties of solutions.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	6	1	100%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Know properties of liquids and solids.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	7. Describe intermolecular forces.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	K. Nuclear chemistry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand radioactive decay.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand states of matter and their characteristics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concepts of mass and inertia.	6	1	83%	Not Aligned	Irrelevant to course	83%
Performance Expectation	4. Understand the concept of density.	6	1	67%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	6	1	83%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand forces and Newton's Laws.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the concept of momentum.	6	1	100%	Not Aligned	Irrelevant to course	83%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand conservation of energy.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the concept of torque.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Apply the concept of static equilibrium.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand angular momentum.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand Pascal's Principle.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand buoyancy.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand Bernoulli's principle.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	6	3,1	33%	Multimodal	Required, not covered in course; Introduced as new material; Irrelevant to course	33%
Performance Expectation	4. Understand the properties and behavior of sound waves.	6	1	50%	Not Aligned	Irrelevant to course	33%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the basic laws of thermodynamics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	6	4	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught	67%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	6	4	50%	Aligned	Introduced as new material	100%
Performance Expectation	3. Understand Ohm's Law.	6	4	50%	Aligned	Reviewed only, not re-taught; Irrelevant to course	100%
Performance Expectation	4. Apply the concept of power to electricity.	6	5,4,1	33%	Multimodal	Required, not covered in course; Irrelevant to course	33%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	6	3	50%	Inconsistently Aligned	Introduced as new material	50%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	6	1	33%	Not Aligned	Introduced as new material; Irrelevant to course	33%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	6	4	67%	Aligned	Required, not covered in course; Irrelevant to course	33%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	6	1	50%	Not Aligned	Irrelevant to course	50%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	6	1	50%	Not Aligned	Irrelevant to course	67%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand the wave/particle duality of light.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Understand concepts of geometric optics.	6	1	83%	Not Aligned	Irrelevant to course	100%
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Plate tectonics						
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Identify the major tectonic plates.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Describe the rock cycle and its products.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the major features of the atmosphere.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Know the major features of the hydrosphere.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Be familiar with Earth's major biomes.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	6	1	100%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	6	1	83%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Populations						
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Understand the use and consequences of pest management.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	6	1	83%	Not Aligned	Irrelevant to course	50%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	6	1	100%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Analyze the basic functions and structures of international economics.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	6	1	100%	Not Aligned	Irrelevant to course	33%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	6	1	100%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Explain and evaluate the concept of gender.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	6	1	100%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	6	1	100%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	6	1	100%	Not Aligned	Irrelevant to course	50%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	6	1	100%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Connect regional or local developments to global ones.	6	1	100%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	6	1	100%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	6	1	100%	Not Aligned	Irrelevant to course	67%
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	6	1	83%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	6	1	83%	Not Aligned	Irrelevant to course	33%
Performance Expectation	5. Read narrative texts critically.	6	1	83%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Read research data critically.	6	1	67%	Not Aligned	Irrelevant to course	33%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	6	1	100%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	6	1	83%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Identify and collect sources.	6	1	83%	Not Aligned	Irrelevant to course	33%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	D. Reaching conclusions						
Performance Expectation	1. Construct a thesis that is supported by evidence.	6	1	83%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Recognize and evaluate counterarguments.	6	1	83%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	6	5	50%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use conventions of standard written English.	6	4,1	33%	Multimodal	Required, not covered in course	100%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	6	1	50%	Not Aligned	Irrelevant to course	67%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	6	3	50%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	6	4,3	33%	Multimodal	Required, not covered in course	100%
Organizing Component	B. Reasoning						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Consider arguments and conclusions of self and others.	6	3	50%	Inconsistently Aligned	Required, not covered in course	67%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	6	3	50%	Inconsistently Aligned	Required, not covered in course	100%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	33%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	6	4	50%	Aligned	Introduced as new material	50%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	6	5,4	33%	Aligned (Multimodal)	Introduced as new material	100%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	6	1	50%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	6	5	67%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	6	5	83%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Strive for accuracy and precision.	6	5,3	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	4. Persevere to complete and master tasks.	6	5,4	50%	Aligned (Multimodal)	Required, not covered in course	33%
Organizing Component	E. Work habits						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Work independently.	6	5,4,3	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	2. Work collaboratively.	6	4	50%	Aligned	Required, not covered in course	100%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	6	4	33%	Aligned	Required, not covered in course	67%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	6	4,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	100%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	6	3	50%	Inconsistently Aligned	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	100%
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	6	5	67%	Aligned	Required, not covered in course; Reviewed only, not re-taught	33%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	6	1	50%	Not Aligned	Required, not covered in course	100%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	6	5	50%	Aligned	Required, not covered in course	100%
Performance Expectation	3. Identify the intended purpose and audience of the text.	6	1	50%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Identify the key information and supporting details.	6	3,1	33%	Multimodal	Required, not covered in course; Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	5. Analyze textual information critically.	6	3	50%	Inconsistently Aligned	Required, not covered in course	33%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	6	3,1	33%	Multimodal	Reviewed only, not re-taught; Irrelevant to course	33%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	6	1	67%	Not Aligned	Irrelevant to course	50%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	6	4,1	33%	Multimodal	Required, not covered in course	100%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	6	1	67%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Compose and revise drafts.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Organizing Component	C. Research across the curriculum						
Performance Expectation	1. Understand which topics or questions are to be investigated.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%
Performance Expectation	2. Explore a research topic.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the validity and reliability of sources.	6	3	33%	Inconsistently Aligned	Required, not covered in course	33%
Performance Expectation	5. Synthesize and organize information effectively.	6	1	50%	Not Aligned	Irrelevant to course	50%
Performance Expectation	6. Design and present an effective product.	6	1	67%	Not Aligned	Irrelevant to course	50%
Performance Expectation	7. Integrate source material.	6	1	50%	Not Aligned	Required, not covered in course; Irrelevant to course	33%
Performance Expectation	8. Present final product.	6	4,1	33%	Multimodal	Required, not covered in course	50%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	6	1	67%	Not Aligned	Irrelevant to course	67%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	6	1	50%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	6	1	50%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	6	5	67%	Aligned	Required, not covered in course	100%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	6	5	50%	Aligned	Required, not covered in course; Reviewed only, not re-taught	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	6	3	50%	Inconsistently Aligned	Required, not covered in course	33%
Performance Expectation	4. Use technology appropriately.	6	5	67%	Aligned	Required, not covered in course	33%

ITSE 2459 Advanced Computer Programming

No data for this table. We received no responses in data collection.

MATH 2313 Calculus

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
	English						
Key Content	I. Writing						
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.						
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	11	1	55%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	11	1	55%	Not Aligned	Irrelevant to course	73%
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	11	1	45%	Not Aligned	Irrelevant to course	73%
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	11	1	55%	Not Aligned	Irrelevant to course	73%
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	11	1	73%	Not Aligned	Irrelevant to course	73%
Key Content	II. Reading						
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	11	4	36%	Aligned	Required, not covered in course	55%
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	11	4	55%	Aligned	Required, not covered in course; Irrelevant to course	36%
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	11	4	55%	Aligned	Irrelevant to course	45%
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	11	1	55%	Not Aligned	Irrelevant to course	64%
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	11	1	36%	Not Aligned	Irrelevant to course	45%
Performance Expectation	6. Analyze imagery in literary texts.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	8. Compare and analyze how generic features are used across texts.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	11	1	64%	Not Aligned	Irrelevant to course	73%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.						
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	11	3	36%	Inconsistently Aligned	Reviewed only, not re-taught	36%
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	11	1	64%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	11	1	45%	Not Aligned	Irrelevant to course	64%
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.						
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	11	1	82%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	11	1	82%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	11	1	82%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.						
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	11	1	82%	Not Aligned	Irrelevant to course	91%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	11	1	82%	Not Aligned	Irrelevant to course	91%
Key Content	III. Speaking						
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).						
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	11	1	73%	Not Aligned	Irrelevant to course	82%
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.						
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	11	4,3	27%	Multimodal	Required, not covered in course	55%
Performance Expectation	2. Participate actively and effectively in group discussions.	11	3	45%	Inconsistently Aligned	Required, not covered in course	55%
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	11	3	55%	Inconsistently Aligned	Reviewed only, not re-taught	45%
Key Content	IV. Listening						
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).						
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	11	1	64%	Not Aligned	Irrelevant to course	82%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	11	1	55%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	11	1	36%	Not Aligned	Irrelevant to course	55%
Organizing Component	B. Listen effectively in informal and formal situations.						
Performance Expectation	1. Listen critically and respond appropriately to presentations.	11	4	45%	Aligned	Required, not covered in course	55%
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	11	4	45%	Aligned	Required, not covered in course	64%
Performance Expectation	3. Listen actively and effectively in group discussions.	11	4	45%	Aligned	Required, not covered in course	64%
Key Content	V. Research						
Organizing Component	A. Formulate topic and questions.						
Performance Expectation	1. Formulate research questions.	11	1	36%	Not Aligned	Irrelevant to course	55%
Performance Expectation	2. Explore a research topic.	11	1	36%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	11	1	45%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Select information from a variety of sources.						
Performance Expectation	1. Gather relevant sources.	11	1	45%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Evaluate the validity and reliability of sources.	11	1	36%	Not Aligned	Irrelevant to course	45%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Synthesize and organize information effectively.	11	1	45%	Not Aligned	Irrelevant to course	55%
Organizing Component	C. Produce and design a document.						
Performance Expectation	1. Design and present an effective product.	11	1	45%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Use source material ethically.	11	1	36%	Not Aligned	Irrelevant to course	45%
	Mathematics						
Key Content	I. Numeric Reasoning						
Organizing Component	A. Number representation						
Performance Expectation	1. Compare real numbers.	11	5	55%	Aligned	Required, not covered in course	64%
Performance Expectation	2. Define and give examples of complex numbers.	11	4,3	36%	Multimodal	Required, not covered in course	45%
Organizing Component	B. Number operations						
Performance Expectation	1. Perform computations with real and complex numbers.	11	5	64%	Aligned	Required, not covered in course	64%
Organizing Component	C. Number sense and number concepts						
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	11	5	55%	Aligned	Reviewed only, not re-taught	55%
Key Content	II. Algebraic Reasoning						
Organizing Component	A. Expressions and equations						
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	11	5	55%	Aligned	Required, not covered in course	55%
Organizing Component	B. Manipulating expression						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	11	5	73%	Aligned	Reviewed only, not re-taught	55%
Organizing Component	C. Solving equations, inequalities, and systems of equations						
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	11	5	73%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	11	4	45%	Aligned	Reviewed only, not re-taught	55%
Organizing Component	D. Representations						
Performance Expectation	1. Interpret multiple representations of equations and relationships.	11	4	55%	Aligned	Reviewed only, not re-taught	73%
Performance Expectation	2. Translate among multiple representations of equations and relationships.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Key Content	III. Geometric Reasoning						
Organizing Component	A. Figures and their properties						
Performance Expectation	1. Identify and represent the features of plane and space figures.	11	4	64%	Aligned	Reviewed only, not re-taught	73%
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	11	4	55%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	11	4	55%	Aligned	Reviewed only, not re-taught	55%
Organizing Component	B. Transformations and symmetry						
Performance Expectation	1. Identify and apply transformations to figures.	11	3	36%	Inconsistently Aligned	Reviewed only, not re-taught	45%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Identify the symmetries of a plane figure.	11	4	45%	Aligned	Reviewed only, not re-taught	55%
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	11	3	45%	Inconsistently Aligned	Reviewed only, not re-taught	36%
Organizing Component	C. Connections between geometry and other mathematical content strands						
Performance Expectation	1. Make connections between geometry and algebra.	11	5	45%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Make connections between geometry, statistics, and probability.	11	3	45%	Inconsistently Aligned	Irrelevant to course	36%
Performance Expectation	3. Make connections between geometry and measurement.	11	3	55%	Inconsistently Aligned	Required, not covered in course	55%
Organizing Component	D. Logic and reasoning in geometry						
Performance Expectation	1. Make and validate geometric conjectures.	11	3	36%	Inconsistently Aligned	Required, not covered in course	45%
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	11	2	36%	Not Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Key Content	IV. Measurement Reasoning						
Organizing Component	A. Measurement involving physical and natural attributes						
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	11	4	55%	Aligned	Reviewed only, not re-taught	64%
Organizing Component	B. Systems of measurement						
Performance Expectation	1. Convert from one measurement system to another.	11	4	36%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Convert within a single measurement system.	11	4,3	36%	Multimodal	Required, not covered in course	55%
Organizing Component	C. Measurement involving geometry and algebra						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	11	4	64%	Aligned	Required, not covered in course	55%
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	11	4	73%	Aligned	Reviewed only, not re-taught	45%
Organizing Component	D. Measurement involving statistics and probability						
Performance Expectation	1. Compute and use measures of center and spread to describe data.	11	1	45%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	11	1	55%	Not Aligned	Irrelevant to course	82%
Key Content	V. Probabilistic Reasoning						
Organizing Component	A. Counting principles						
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	11	1	73%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Computation and interpretation of probabilities						
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	11	1	82%	Not Aligned	Irrelevant to course	82%
Key Content	VI. Statistical Reasoning						
Organizing Component	A. Data collection						
Performance Expectation	1. Plan a study.	11	1	82%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Describe data						
Performance Expectation	1. Determine types of data.	11	1	82%	Not Aligned	Irrelevant to course	73%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Select and apply appropriate visual representations of data.	11	1	82%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Compute and describe summary statistics of data.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data						
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	4. Recognize reliability of statistical results.	11	1	82%	Not Aligned	Irrelevant to course	73%
Key Content	VII. Functions						
Organizing Component	A. Recognition and representation of functions						
Performance Expectation	1. Recognize whether a relation is a function.	11	4	64%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	2. Recognize and distinguish between different types of functions.	11	4	45%	Aligned	Reviewed only, not re-taught	45%
Organizing Component	B. Analysis of functions						
Performance Expectation	1. Understand and analyze features of a function.	11	4	45%	Aligned	Reviewed only, not re-taught	55%
Performance Expectation	2. Algebraically construct and analyze new functions.	11	5,4	45%	Aligned (Multimodal)	Reviewed only, not re-taught	55%
Organizing Component	C. Model real world situations with functions						
Performance Expectation	1. Apply known function models.	11	4	64%	Aligned	Reviewed only, not re-taught	36%
Performance Expectation	2. Develop a function to model a situation.	11	4	55%	Aligned	Required, not covered in course	45%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	VIII. Problem Solving and Reasoning						
Organizing Component	A. Mathematical problem solving						
Performance Expectation	1. Analyze given information.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Formulate a plan or strategy.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Determine a solution.	11	4	55%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	4. Justify the solution.	11	4	73%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	5. Evaluate the problem solving process.	11	4	73%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Organizing Component	B. Logical reasoning						
Performance Expectation	1. Develop and evaluate convincing arguments.	11	4	36%	Aligned	Reviewed only, not re-taught	36%
Performance Expectation	2. Use various types of reasoning.	11	4	45%	Aligned	Reviewed only, not re-taught	55%
Organizing Component	C. Real world problem solving						
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	11	4	64%	Aligned	Reviewed only, not re-taught; Introduced as new material	36%
Performance Expectation	2. Use a function to model a real-world situation.	11	4	64%	Aligned	Introduced as new material	45%
Performance Expectation	3. Evaluate the problem solving process.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Key Content	IX. Communication and Representation						
Organizing Component	A. Language, terms, and symbols of mathematics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	11	5	64%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	11	5	55%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	11	5,4	36%	Aligned (Multimodal)	Introduced as new material	45%
Organizing Component	B. Interpretation of mathematical work						
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	11	4	45%	Aligned	Required, not covered in course	36%
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	11	4	45%	Aligned	Introduced as new material	45%
Organizing Component	C. Presentation and representation of mathematical work						
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	11	4	64%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	11	4	82%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	11	4	55%	Aligned	Introduced as new material	45%
Key Content	X. Connections						
Organizing Component	A. Connections among the strands of mathematics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	11	5,4	45%	Aligned (Multimodal)	Introduced as new material	45%
Performance Expectation	2. Connect mathematics to the study of other disciplines.	11	4	45%	Aligned	Introduced as new material	55%
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life						
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	11	4	45%	Aligned	Introduced as new material	55%
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	11	4	55%	Aligned	Introduced as new material	55%
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	11	3	36%	Inconsistently Aligned	Introduced as new material	45%
	Science						
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking						
Organizing Component	A. Cognitive skills in science						
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	11	1	45%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	11	1	45%	Not Aligned	Irrelevant to course	55%
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	11	1	64%	Not Aligned	Irrelevant to course	55%
Organizing Component	B. Scientific inquiry						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	11	1	64%	Not Aligned	Irrelevant to course	55%
Organizing Component	C. Collaborative and safe working practices						
Performance Expectation	1. Collaborate on joint projects.	11	1	36%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Current scientific technology						
Performance Expectation	1. Demonstrate literacy in computer use.	11	4	36%	Aligned	Introduced as new material	36%
Performance Expectation	2. Use computer models, applications and simulations.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	E. Effective communication of scientific information						
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	11	1	36%	Not Aligned	Irrelevant to course	36%
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	11	4	36%	Aligned	Introduced as new material	55%
Key Content	II. Foundation Skills: Scientific Applications of Mathematics						
Organizing Component	A. Basic mathematics conventions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the real number system and its properties.	11	5	55%	Aligned	Reviewed only, not re-taught	55%
Performance Expectation	2. Use exponents and scientific notation.	11	4	45%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	11	4	55%	Aligned	Required, not covered in course	64%
Performance Expectation	4. Use proportional reasoning to solve problems.	11	3	36%	Inconsistently Aligned	Required, not covered in course	45%
Performance Expectation	5. Simplify algebraic expressions.	11	5	73%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	11	4	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	11	4,3	36%	Multimodal	Reviewed only, not re-taught	64%
Organizing Component	B. Mathematics as a symbolic language						
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	11	5	64%	Aligned	Reviewed only, not re-taught	73%
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	11	5	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry						
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	11	1	36%	Not Aligned	Taught in subsequent course	36%
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	11	5	45%	Aligned	Reviewed only, not re-taught	64%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	11	5	55%	Aligned	Reviewed only, not re-taught	73%
Performance Expectation	4. Understand basic geometric principles.	11	4	55%	Aligned	Reviewed only, not re-taught	45%
Organizing Component	D. Scientific problem solving						
Performance Expectation	1. Use dimensional analysis in problem solving.	11	3	45%	Inconsistently Aligned	Reviewed only, not re-taught	73%
Organizing Component	E. Scientific application of probability and statistics						
Performance Expectation	1. Understand descriptive statistics.	11	1	73%	Not Aligned	Irrelevant to course	55%
Organizing Component	F. Scientific measurement						
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	11	3,1	27%	Multimodal	Reviewed only, not re-taught	36%
Performance Expectation	2. Use appropriate significant digits.	11	3,2	27%	Multimodal	Reviewed only, not re-taught	64%
Performance Expectation	3. Understand and use logarithmic notation (base 10).	11	4	36%	Aligned	Reviewed only, not re-taught	64%
Key Content	III. Foundation Skills: Scientific Applications of Communication						
Organizing Component	A. Scientific writing						
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	11	1	45%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Scientific reading						
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	11	1	64%	Not Aligned	Irrelevant to course	64%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	11	1	36%	Not Aligned	Irrelevant to course	45%
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	11	1	45%	Not Aligned	Irrelevant to course	55%
Organizing Component	C. Presentation of scientific/technical information						
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	D. Research skills/information literacy						
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	11	1	55%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	11	1	55%	Not Aligned	Irrelevant to course	82%
Key Content	IV. Science, Technology, and Society						
Organizing Component	A. Interactions between innovations and science						
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	11	1	73%	Not Aligned	Irrelevant to course	64%
Organizing Component	B. Social ethics						
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	11	1	82%	Not Aligned	Irrelevant to course	64%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	11	1	91%	Not Aligned	Irrelevant to course	82%
Organizing Component	C. History of science						
Performance Expectation	1. Understand the historical development of major theories in science.	11	1	73%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	11	1	55%	Not Aligned	Irrelevant to course	55%
Key Content	V. Cross-Disciplinary Themes						
Organizing Component	A. Matter/states of matter						
Performance Expectation	1. Know modern theories of atomic structure.	9	1	89%	Not Aligned	Irrelevant to course	89%
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	9	1	89%	Not Aligned	Irrelevant to course	89%
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)						
Performance Expectation	1. Understand the Laws of Thermodynamics.	9	1	78%	Not Aligned	Irrelevant to course	78%
Performance Expectation	2. Know the processes of energy transfer.	9	1	78%	Not Aligned	Irrelevant to course	78%
Organizing Component	C. Change over time/equilibrium						
Performance Expectation	1. Recognize patterns of change.	9	4	33%	Aligned	Reviewed only, not re-taught; Introduced as new material	33%
Organizing Component	D. Classification						
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	9	1	67%	Not Aligned	Irrelevant to course	67%
Organizing Component	E. Measurements and models						
Performance Expectation	1. Use models to make predictions.	9	3	44%	Inconsistently Aligned	Introduced as new material	44%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Use scale to relate models and structures.	9	3,1	33%	Multimodal	Reviewed only, not re-taught	44%
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	9	1	67%	Not Aligned	Irrelevant to course	56%
Key Content	VI. Biology						
Organizing Component	A. Structure and function of cells						
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	11	1	91%	Not Aligned	Irrelevant to course	82%
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Biochemistry						
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	11	1	91%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Describe the structure and function of enzymes.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	11	1	91%	Not Aligned	Irrelevant to course	91%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	11	1	91%	Not Aligned	Irrelevant to course	82%
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	C. Evolution and populations						
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Molecular genetics and heredity						
Performance Expectation	1. Understand Mendel's laws of inheritance.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Know modifications to Mendel's laws.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	E. Classification and taxonomy						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	F. Systems and homeostasis						
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	G. Ecology						
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Understand typical forms of organismal behavior.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Know the process of succession.	11	1	91%	Not Aligned	Irrelevant to course	91%
Key Content	VII. Chemistry						
Organizing Component	A. Matter and its properties						
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	11	1	82%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	11	1	82%	Not Aligned	Irrelevant to course	91%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Atomic structure						
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	11	1	82%	Not Aligned	Irrelevant to course	91%
Organizing Component	C. Periodic table						
Performance Expectation	1. Know the organization of the periodic table.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Chemical bonding						
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	E. Chemical reactions						
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Understand oxidation-reduction reactions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Understand chemical equilibrium.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	5. Understand energy changes in chemical reactions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Understand chemical kinetics.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	F. Chemical nomenclature						
Performance Expectation	1. Know formulas for ionic compounds.	11	1	91%	Not Aligned	Irrelevant to course	91%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Know formulas for molecular compounds.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	G. The mole and stoichiometry						
Performance Expectation	1. Understand the mole concept.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	H. Thermochemistry						
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Understand energy changes and chemical reactions.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	I. Properties and behavior of gases, liquids, and solids						
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Understand properties of solutions.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	5. Know properties of liquids and solids.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	7. Describe intermolecular forces.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	K. Nuclear chemistry						
Performance Expectation	1. Understand radioactive decay.	11	1	73%	Not Aligned	Irrelevant to course	64%
Key Content	VIII. Physics						
Organizing Component	A. Matter						
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Understand states of matter and their characteristics.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Understand the concepts of mass and inertia.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	4. Understand the concept of density.	11	1	55%	Not Aligned	Irrelevant to course	36%
Performance Expectation	5. Understand the concepts of gravitational force and weight.	11	1	45%	Not Aligned	Irrelevant to course	36%
Organizing Component	B. Vectors						
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	11	1	64%	Not Aligned	Taught in subsequent course	64%
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	11	1	64%	Not Aligned	Taught in subsequent course	64%
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	11	1	64%	Not Aligned	Taught in subsequent course	64%
Organizing Component	C. Forces and motion						
Performance Expectation	1. Understand the fundamental concepts of kinematics.	11	1	36%	Not Aligned	Introduced as new material	36%
Performance Expectation	2. Understand forces and Newton's Laws.	11	1	45%	Not Aligned	Irrelevant to course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand the concept of momentum.	11	1	73%	Not Aligned	Taught in subsequent course; Irrelevant to course	45%
Organizing Component	D. Mechanical energy						
Performance Expectation	1. Understand potential and kinetic energy.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Understand conservation of energy.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Understand the relationship of work and mechanical energy.	11	1	64%	Not Aligned	Irrelevant to course	45%
Organizing Component	E. Rotating systems						
Performance Expectation	1. Understand rotational kinematics.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Understand the concept of torque.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Apply the concept of static equilibrium.	11	1	73%	Not Aligned	Irrelevant to course	55%
Performance Expectation	4. Understand angular momentum.	11	1	64%	Not Aligned	Irrelevant to course	45%
Organizing Component	F. Fluids						
Performance Expectation	1. Understand pressure in a fluid and its applications.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Understand Pascal's Principle.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	3. Understand buoyancy.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	4. Understand Bernoulli's principle.	11	1	82%	Not Aligned	Irrelevant to course	73%
Organizing Component	G. Oscillations and waves						
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	11	1	73%	Not Aligned	Irrelevant to course	73%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	4. Understand the properties and behavior of sound waves.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	H. Thermodynamics						
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Understand the basic laws of thermodynamics.	11	1	82%	Not Aligned	Irrelevant to course	82%
Organizing Component	I. Electromagnetism						
Performance Expectation	1. Discuss electric charge and electric force.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	11	1	73%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Understand Ohm's Law.	11	1	64%	Not Aligned	Irrelevant to course	55%
Performance Expectation	4. Apply the concept of power to electricity.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	10	1	80%	Not Aligned	Irrelevant to course	70%
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	11	1	82%	Not Aligned	Irrelevant to course	73%
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	11	1	82%	Not Aligned	Irrelevant to course	64%
Performance Expectation	8. Relate electricity and magnetism to everyday life.	11	1	73%	Not Aligned	Irrelevant to course	82%
Organizing Component	J. Optics						
Performance Expectation	1. Know the electromagnetic spectrum.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Understand the wave/particle duality of light.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Understand concepts of geometric optics.	11	1	82%	Not Aligned	Irrelevant to course	82%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IX. Earth and Space Sciences						
Organizing Component	A. Earth systems						
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	11	1	82%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Sun, Earth, and moon system						
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	C. Solar system						
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	D. Origin and structure of the universe						
Performance Expectation	1. Understand scientific theories for the formation of the universe.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	E. Plate tectonics						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Identify the major tectonic plates.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Describe the rock cycle and its products.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	F. Energy transfer within and among systems						
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Key Content	X. Environmental Science						
Organizing Component	A. Earth systems						
Performance Expectation	1. Recognize the Earth's systems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	3. Know the major features of the atmosphere.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	4. Know the major features of the hydrosphere.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	5. Be familiar with Earth's major biomes.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Energy						
Performance Expectation	1. Understand energy transformations.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	11	1	91%	Not Aligned	Irrelevant to course	91%
Organizing Component	C. Populations						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	11	1	82%	Not Aligned	Irrelevant to course	73%
Organizing Component	D. Economics and politics						
Performance Expectation	1. Name and describe major environmental policies and legislation.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Human practices and their impacts						
Performance Expectation	1. Describe the different uses for land (land management).	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Understand the use and consequences of pest management.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Know the different methods used to increase food production.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand land and water usage and management practices.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	11	1	91%	Not Aligned	Irrelevant to course	100%
	Social Studies						
Key Content	I. Interrelated Disciplines and Skills						
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience						
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Analyze the interaction between human communities and the environment.	11	1	91%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	5. Analyze how various cultural regions have changed over time.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Periodization and chronological reasoning						
Performance Expectation	1. Examine how and why historians divide the past into eras.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior						
Performance Expectation	1. Evaluate different governmental systems and functions.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Explain and analyze the importance of civic engagement.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	D. Change and continuity of economic systems and processes						
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	11	1	91%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	2. Analyze the basic functions and structures of international economics.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction						
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	F. Problem-solving and decision-making skills						
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	11	1	91%	Not Aligned	Irrelevant to course	100%
Key Content	II. Diverse Human Perspectives and Experiences						
Organizing Component	A. Multicultural societies						
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	11	1	91%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)						
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Explain and evaluate the concept of gender.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	11	1	91%	Not Aligned	Irrelevant to course	100%
Key Content	III. Interdependence of Global Communities						
Organizing Component	A. Spatial understanding of global, regional, national, and local communities						
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	2. Connect regional or local developments to global ones.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	B. Global Analysis						
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	11	1	91%	Not Aligned	Irrelevant to course	100%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Key Content	IV. Analysis, Synthesis and Evaluation of Information						
Organizing Component	A. Critical examination of texts, images, and other sources of information						
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	11	1	82%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Evaluate sources from multiple perspectives.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	11	1	91%	Not Aligned	Irrelevant to course	91%
Performance Expectation	5. Read narrative texts critically.	11	1	73%	Not Aligned	Irrelevant to course	91%
Performance Expectation	6. Read research data critically.	11	1	82%	Not Aligned	Irrelevant to course	91%
Organizing Component	B. Research and methods						
Performance Expectation	1. Use established research methodologies.	11	1	82%	Not Aligned	Irrelevant to course	91%
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	11	1	91%	Not Aligned	Irrelevant to course	100%
Performance Expectation	3. Gather, organize and display the results of data and research.	11	1	82%	Not Aligned	Irrelevant to course	82%
Performance Expectation	4. Identify and collect sources.	11	1	91%	Not Aligned	Irrelevant to course	100%
Organizing Component	C. Critical listening						
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	11	1	73%	Not Aligned	Irrelevant to course	73%
Organizing Component	D. Reaching conclusions						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Construct a thesis that is supported by evidence.	11	1	73%	Not Aligned	Irrelevant to course	82%
Performance Expectation	2. Recognize and evaluate counterarguments.	11	1	91%	Not Aligned	Irrelevant to course	100%
Key Content	V. Effective Communication						
Organizing Component	A. Clear and coherent oral and written communication						
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	2. Use conventions of standard written English.	11	1	55%	Not Aligned	Irrelevant to course	55%
Organizing Component	B. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and authors.	11	1	64%	Not Aligned	Irrelevant to course	64%
	Cross-Disciplinary						
Key Content	I. Key Cognitive Skills						
Organizing Component	A. Intellectual curiosity						
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	11	4	55%	Aligned	Required, not covered in course	45%
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	11	1	45%	Not Aligned	Irrelevant to course	45%
Organizing Component	B. Reasoning						
Performance Expectation	1. Consider arguments and conclusions of self and others.	11	4	45%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	11	1	36%	Not Aligned	Reviewed only, not re-taught; Irrelevant to course	36%
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	11	1	45%	Not Aligned	Irrelevant to course	55%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	11	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	C. Problem solving						
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	11	4	45%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	11	4	45%	Aligned	Introduced as new material	45%
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	11	4	55%	Aligned	Introduced as new material	36%
Organizing Component	D. Academic behaviors						
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	11	5	55%	Aligned	Required, not covered in course	55%
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	11	5	55%	Aligned	Required, not covered in course	55%
Performance Expectation	3. Strive for accuracy and precision.	11	4	55%	Aligned	Reviewed only, not re-taught	64%
Performance Expectation	4. Persevere to complete and master tasks.	11	5	64%	Aligned	Required, not covered in course	55%
Organizing Component	E. Work habits						
Performance Expectation	1. Work independently.	11	5	55%	Aligned	Reviewed only, not re-taught	55%
Performance Expectation	2. Work collaboratively.	11	3	45%	Inconsistently Aligned	Reviewed only, not re-taught	64%
Organizing Component	F. Academic integrity						
Performance Expectation	1. Attribute ideas and information to source materials and people.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	11	1	64%	Not Aligned	Irrelevant to course	64%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	11	5	36%	Aligned	Reviewed only, not re-taught	45%
Key Content	II. Foundational Skills						
Organizing Component	A. Reading across the curriculum						
Performance Expectation	1. Use effective prereading strategies.	11	3	36%	Inconsistently Aligned	Required, not covered in course	45%
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	11	3	36%	Inconsistently Aligned	Reviewed only, not re-taught; Irrelevant to course	27%
Performance Expectation	3. Identify the intended purpose and audience of the text.	11	1	64%	Not Aligned	Irrelevant to course	73%
Performance Expectation	4. Identify the key information and supporting details.	11	4	36%	Aligned	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	5. Analyze textual information critically.	11	4	45%	Aligned	Reviewed only, not re-taught	45%
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	7. Adapt reading strategies according to structure of texts.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	8. Connect reading to historical and current events and personal interest.	11	1	64%	Not Aligned	Irrelevant to course	73%
Organizing Component	B. Writing across the curriculum						
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	11	4,3,1	27%	Multimodal	Required, not covered in course; Reviewed only, not re-taught	36%
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Compose and revise drafts.	11	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	C. Research across the curriculum						

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	1. Understand which topics or questions are to be investigated.	11	1	45%	Not Aligned	Irrelevant to course	55%
Performance Expectation	2. Explore a research topic.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	4. Evaluate the validity and reliability of sources.	11	1	64%	Not Aligned	Irrelevant to course	64%
Performance Expectation	5. Synthesize and organize information effectively.	11	1	36%	Not Aligned	Required, not covered in course; Irrelevant to course	36%
Performance Expectation	6. Design and present an effective product.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	7. Integrate source material.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	8. Present final product.	11	1	55%	Not Aligned	Irrelevant to course	55%
Organizing Component	D. Use of data						
Performance Expectation	1. Identify patterns or departures from patterns among data.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	11	1	55%	Not Aligned	Irrelevant to course	55%
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	11	1	64%	Not Aligned	Irrelevant to course	64%
Organizing Component	E. Technology						
Performance Expectation	1. Use technology to gather information.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	2. Use technology to organize, manage, and analyze information.	11	1	45%	Not Aligned	Irrelevant to course	45%
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	11	1	36%	Not Aligned	Irrelevant to course	36%

Skill Type	Skill Statement	Total Responses	Modal Response	Percent Responses at the Mode	Degree of Alignment	Modal Rationale	Percent Responses at the Modal Rationale
Performance Expectation	4. Use technology appropriately.	11	5,3,1	27%	Multimodal	Introduced as new material	36%

Appendix E: Pathway Alignment Results

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
	English		
Key Content	I. Writing		
Organizing Component	A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.		
Performance Expectation	1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.	Aligned	Inconsistently Aligned
Performance Expectation	2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.	Aligned	Aligned
Performance Expectation	3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate thesis.	Aligned	Inconsistently Aligned
Performance Expectation	4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.	Aligned	Inconsistently Aligned
Performance Expectation	5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.	Aligned	Inconsistently Aligned
Key Content	II. Reading		
Organizing Component	A. Locate explicit textual information and draw complex inferences, analyze, and evaluate the information within and across texts of varying lengths.		
Performance Expectation	1. Use effective reading strategies to determine a written work's purpose and intended audience.	Aligned	Aligned
Performance Expectation	2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.	Aligned	Aligned
Performance Expectation	3. Identify explicit and implicit textual information including main ideas and author's purpose.	Aligned	Aligned
Performance Expectation	4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.	Aligned	Inconsistently Aligned
Performance Expectation	5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.	Aligned	Aligned
Performance Expectation	6. Analyze imagery in literary texts.	Aligned	Not Aligned
Performance Expectation	7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.	Aligned	Inconsistently Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	8. Compare and analyze how generic features are used across texts.	Aligned	Not Aligned
Performance Expectation	9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.	Aligned	Not Aligned
Performance Expectation	10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.	Aligned	Not Aligned
Performance Expectation	11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.	Aligned	Inconsistently Aligned
Organizing Component	B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.		
Performance Expectation	1. Identify new words and concepts acquired through study of their relationships to other words and concepts.	Aligned	Aligned
Performance Expectation	2. Apply knowledge of roots and affixes to infer the meanings of new words.	Aligned	Not Aligned
Performance Expectation	3. Use reference guides to confirm the meanings of new words or concepts.	Aligned	Aligned
Organizing Component	C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.		
Performance Expectation	1. Read a wide variety of texts from American, European, and world literatures.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Analyze and compare the use of language in literary works from a variety of world cultures.	Inconsistently Aligned	Not Aligned
Organizing Component	D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.		
Performance Expectation	1. Describe insights gained about oneself, others, or the world from reading specific texts.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Analyze the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.	Inconsistently Aligned	Not Aligned
Key Content	III. Speaking		
Organizing Component	A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, and organization of information).		
Performance Expectation	1. Understand how style and content of spoken language varies in different contexts and influences the listener's understanding.	Aligned	Inconsistently Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.	Aligned	Inconsistently Aligned
Organizing Component	B. Develop effective speaking styles for both group and one-on-one situations.		
Performance Expectation	1. Participate actively and effectively in one-on-one oral communication situations.	Aligned	Aligned
Performance Expectation	2. Participate actively and effectively in group discussions.	Aligned	Aligned
Performance Expectation	3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.	Aligned	Inconsistently Aligned
Key Content	IV. Listening		
Organizing Component	A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).		
Performance Expectation	1. Analyze and evaluate the effectiveness of a public presentation.	Aligned	Inconsistently Aligned
Performance Expectation	2. Interpret a speaker's message; identify the position taken and the evidence in support of that position.	Aligned	Inconsistently Aligned
Performance Expectation	3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).	Aligned	Inconsistently Aligned
Organizing Component	B. Listen effectively in informal and formal situations.		
Performance Expectation	1. Listen critically and respond appropriately to presentations.	Aligned	Aligned
Performance Expectation	2. Listen actively and effectively in one-on-one communication situations.	Aligned	Aligned
Performance Expectation	3. Listen actively and effectively in group discussions.	Aligned	Aligned
Key Content	V. Research		
Organizing Component	A. Formulate topic and questions.		
Performance Expectation	1. Formulate research questions.	Aligned	Aligned
Performance Expectation	2. Explore a research topic.	Aligned	Aligned
Performance Expectation	3. Refine research topic and devise a timeline for completing work.	Aligned	Aligned
Organizing Component	B. Select information from a variety of sources.		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Gather relevant sources.	Aligned	Aligned
Performance Expectation	2. Evaluate the validity and reliability of sources.	Aligned	Aligned
Performance Expectation	3. Synthesize and organize information effectively.	Aligned	Aligned
Organizing Component	C. Produce and design a document.		
Performance Expectation	1. Design and present an effective product.	Aligned	Aligned
Performance Expectation	2. Use source material ethically.	Aligned	Aligned
	Mathematics		
Key Content	I. Numeric Reasoning		
Organizing Component	A. Number representation		
Performance Expectation	1. Compare real numbers.	Aligned	Aligned
Performance Expectation	2. Define and give examples of complex numbers.	Aligned	Aligned
Organizing Component	B. Number operations		
Performance Expectation	1. Perform computations with real and complex numbers.	Inconsistently Aligned	Aligned
Organizing Component	C. Number sense and number concepts		
Performance Expectation	1. Use estimation to check for errors and reasonableness of solutions.	Aligned	Aligned
Key Content	II. Algebraic Reasoning		
Organizing Component	A. Expressions and equations		
Performance Expectation	1. Explain and differentiate between expressions and equations using words such as solve, evaluate, and simplify.	Aligned	Aligned
Organizing Component	B. Manipulating expression		
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to combine, transform, and evaluate expressions (e.g., polynomials, radicals, rational expressions).	Aligned	Aligned
Organizing Component	C. Solving equations, inequalities, and systems of equations		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Recognize and use algebraic (field) properties, concepts, procedures, and algorithms to solve equations, inequalities, and systems of linear equations.	Aligned	Aligned
Performance Expectation	2. Explain the difference between the solution set of an equation and the solution set of an inequality.	Inconsistently Aligned	Aligned
Organizing Component	D. Representations		
Performance Expectation	1. Interpret multiple representations of equations and relationships.	Inconsistently Aligned	Aligned
Performance Expectation	2. Translate among multiple representations of equations and relationships.	Inconsistently Aligned	Aligned
Key Content	III. Geometric Reasoning		
Organizing Component	A. Figures and their properties		
Performance Expectation	1. Identify and represent the features of plane and space figures.	Not Aligned	Aligned
Performance Expectation	2. Make, test, and use conjectures about one-, two-, and three-dimensional figures and their properties.	Not Aligned	Aligned
Performance Expectation	3. Recognize and apply right triangle relationships including basic trigonometry.	Not Aligned	Aligned
Organizing Component	B. Transformations and symmetry		
Performance Expectation	1. Identify and apply transformations to figures.	Not Aligned	Inconsistently Aligned
Performance Expectation	2. Identify the symmetries of a plane figure.	Not Aligned	Aligned
Performance Expectation	3. Use congruence transformations and dilations to investigate congruence, similarity, and symmetries of plane figures.	Not Aligned	Inconsistently Aligned
Organizing Component	C. Connections between geometry and other mathematical content strands		
Performance Expectation	1. Make connections between geometry and algebra.	Not Aligned	Aligned
Performance Expectation	2. Make connections between geometry, statistics, and probability.	Not Aligned	Inconsistently Aligned
Performance Expectation	3. Make connections between geometry and measurement.	Not Aligned	Aligned
Organizing Component	D. Logic and reasoning in geometry		
Performance Expectation	1. Make and validate geometric conjectures.	Not Aligned	Inconsistently Aligned
Performance Expectation	2. Understand that Euclidean geometry is an axiomatic system.	Not Aligned	Inconsistently Aligned
Key Content	IV. Measurement Reasoning		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Organizing Component	A. Measurement involving physical and natural attributes		
Performance Expectation	1. Select or use the appropriate type of unit for the attribute being measured.	Aligned	Aligned
Organizing Component	B. Systems of measurement		
Performance Expectation	1. Convert from one measurement system to another.	Aligned	Aligned
Performance Expectation	2. Convert within a single measurement system.	Aligned	Aligned
Organizing Component	C. Measurement involving geometry and algebra		
Performance Expectation	1. Find the perimeter and area of two-dimensional figures.	Not Aligned	Aligned
Performance Expectation	2. Determine the surface area and volume of three-dimensional figures.	Not Aligned	Aligned
Performance Expectation	3. Determine indirect measurements of figures using scale drawings, similar figures, Pythagorean Theorem, and basic trigonometry.	Not Aligned	Aligned
Organizing Component	D. Measurement involving statistics and probability		
Performance Expectation	1. Compute and use measures of center and spread to describe data.	Not Aligned	Inconsistently Aligned
Performance Expectation	2. Apply probabilistic measures to practical situations to make an informed decision.	Inconsistently Aligned	Inconsistently Aligned
Key Content	V. Probabilistic Reasoning		
Organizing Component	A. Counting principles		
Performance Expectation	1. Determine the nature and the number of elements in a finite sample space.	Inconsistently Aligned	Inconsistently Aligned
Organizing Component	B. Computation and interpretation of probabilities		
Performance Expectation	1. Compute and interpret the probability of an event and its complement.	Not Aligned	Inconsistently Aligned
Performance Expectation	2. Compute and interpret the probability of conditional and compound events.	Inconsistently Aligned	Inconsistently Aligned
Key Content	VI. Statistical Reasoning		
Organizing Component	A. Data collection		
Performance Expectation	1. Plan a study.	Inconsistently Aligned	Inconsistently Aligned
Organizing Component	B. Describe data		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Determine types of data.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	2. Select and apply appropriate visual representations of data.	Aligned	Inconsistently Aligned
Performance Expectation	3. Compute and describe summary statistics of data.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	4. Describe patterns and departure from patterns in a set of data.	Inconsistently Aligned	Aligned
Organizing Component	C. Read, analyze, interpret, and draw conclusions from data		
Performance Expectation	1. Make predictions and draw inferences using summary statistics.	Aligned	Inconsistently Aligned
Performance Expectation	2. Analyze data sets using graphs and summary statistics.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	3. Analyze relationships between paired data using spreadsheets, graphing calculators, or statistical software.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	4. Recognize reliability of statistical results.	Aligned	Inconsistently Aligned
Key Content	VII. Functions		
Organizing Component	A. Recognition and representation of functions		
Performance Expectation	1. Recognize whether a relation is a function.	Inconsistently Aligned	Aligned
Performance Expectation	2. Recognize and distinguish between different types of functions.	Not Aligned	Aligned
Organizing Component	B. Analysis of functions		
Performance Expectation	1. Understand and analyze features of a function.	Inconsistently Aligned	Aligned
Performance Expectation	2. Algebraically construct and analyze new functions.	Not Aligned	Aligned
Organizing Component	C. Model real world situations with functions		
Performance Expectation	1. Apply known function models.	Aligned	Aligned
Performance Expectation	2. Develop a function to model a situation.	Inconsistently Aligned	Aligned
Key Content	VIII. Problem Solving and Reasoning		
Organizing Component	A. Mathematical problem solving		
Performance Expectation	1. Analyze given information.	Aligned	Aligned
Performance Expectation	2. Formulate a plan or strategy.	Aligned	Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	3. Determine a solution.	Aligned	Aligned
Performance Expectation	4. Justify the solution.	Aligned	Aligned
Performance Expectation	5. Evaluate the problem solving process.	Aligned	Aligned
Organizing Component	B. Logical reasoning		
Performance Expectation	1. Develop and evaluate convincing arguments.	Inconsistently Aligned	Aligned
Performance Expectation	2. Use various types of reasoning.	Inconsistently Aligned	Aligned
Organizing Component	C. Real world problem solving		
Performance Expectation	1. Formulate a solution to a real world situation based on the solution to a mathematical problem.	Aligned	Aligned
Performance Expectation	2. Use a function to model a real-world situation.	Inconsistently Aligned	Aligned
Performance Expectation	3. Evaluate the problem solving process.	Aligned	Aligned
Key Content	IX. Communication and Representation		
Organizing Component	A. Language, terms, and symbols of mathematics		
Performance Expectation	1. Use mathematical symbols, terminology, and notation to represent given and unknown information in a problem.	Aligned	Aligned
Performance Expectation	2. Use mathematical language to represent and communicate the mathematical concepts in a problem.	Aligned	Aligned
Performance Expectation	3. Use mathematics as a language for reasoning, problem solving, making connections, and generalizing.	Aligned	Aligned
Organizing Component	B. Interpretation of mathematical work		
Performance Expectation	1. Model and interpret mathematical ideas and concepts using multiple representations.	Inconsistently Aligned	Aligned
Performance Expectation	2. Summarize and interpret mathematical information provided orally, visually, or in written form within the given context.	Aligned	Aligned
Organizing Component	C. Presentation and representation of mathematical work		
Performance Expectation	1. Communicate mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words.	Aligned	Aligned
Performance Expectation	2. Create and use representations to organize, record, and communicate mathematical ideas.	Inconsistently Aligned	Aligned
Performance Expectation	3. Explain, display, or justify mathematical ideas and arguments using precise mathematical language in written or oral communications.	Inconsistently Aligned	Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Key Content	X. Connections		
Organizing Component	A. Connections among the strands of mathematics		
Performance Expectation	1. Connect and use multiple strands of mathematics in situations and problems.	Inconsistently Aligned	Aligned
Performance Expectation	2. Connect mathematics to the study of other disciplines.	Inconsistently Aligned	Aligned
Organizing Component	B. Connections of mathematics to nature, real-world situations, and everyday life		
Performance Expectation	1. Use multiple representations to demonstrate links between mathematical and real-world situations.	Inconsistently Aligned	Aligned
Performance Expectation	2. Understand and use appropriate mathematical models in the natural, physical, and social sciences.	Inconsistently Aligned	Aligned
Performance Expectation	3. Know and understand the use of mathematics in a variety of careers and professions.	Aligned	Inconsistently Aligned
	Science		
Key Content	I. Nature of Science: Scientific Ways of Learning and Thinking		
Organizing Component	A. Cognitive skills in science		
Performance Expectation	1. Utilize skepticism, logic, and professional ethics in science.	Aligned	Aligned
Performance Expectation	2. Use creativity and insight to recognize and describe patterns in natural phenomena.	Aligned	Aligned
Performance Expectation	3. Formulate appropriate questions to test understanding of natural phenomena.	Aligned	Inconsistently Aligned
Performance Expectation	4. Rely on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes.	Aligned	Inconsistently Aligned
Organizing Component	B. Scientific inquiry		
Performance Expectation	1. Design and conduct scientific investigations in which hypotheses are formulated and tested.	Aligned	Inconsistently Aligned
Organizing Component	C. Collaborative and safe working practices		
Performance Expectation	1. Collaborate on joint projects.	Aligned	Aligned
Performance Expectation	2. Understand and apply safe procedures in the laboratory and field, including chemical, electrical, and fire safety and safe handling of live or preserved organisms.	Aligned	Aligned
Performance Expectation	3. Demonstrate skill in the safe use of a wide variety of apparatuses, equipment, techniques, and procedures.	Aligned	Inconsistently Aligned
Organizing Component	D. Current scientific technology		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Demonstrate literacy in computer use.	Aligned	Aligned
Performance Expectation	2. Use computer models, applications and simulations.	Aligned	Aligned
Performance Expectation	3. Demonstrate appropriate use of a wide variety of apparatuses, equipment, techniques, and procedures for collecting quantitative and qualitative data.	Aligned	Inconsistently Aligned
Organizing Component	E. Effective communication of scientific information		
Performance Expectation	1. Use several modes of expression to describe or characterize natural patterns and phenomena. These modes of expression include narrative, numerical, graphical, pictorial, symbolic, and kinesthetic.	Aligned	Inconsistently Aligned
Performance Expectation	2. Use essential vocabulary of the discipline being studied.	Aligned	Aligned
Key Content	II. Foundation Skills: Scientific Applications of Mathematics		
Organizing Component	A. Basic mathematics conventions		
Performance Expectation	1. Understand the real number system and its properties.	Aligned	Aligned
Performance Expectation	2. Use exponents and scientific notation.	Aligned	Aligned
Performance Expectation	3. Understand ratios, proportions, percentages, and decimal fractions, and translate from any form to any other.	Aligned	Aligned
Performance Expectation	4. Use proportional reasoning to solve problems.	Aligned	Aligned
Performance Expectation	5. Simplify algebraic expressions.	Aligned	Aligned
Performance Expectation	6. Estimate results to evaluate whether a calculated result is reasonable.	Aligned	Aligned
Performance Expectation	7. Use calculators, spreadsheets, computers, etc., in data analysis.	Aligned	Aligned
Organizing Component	B. Mathematics as a symbolic language		
Performance Expectation	1. Carry out formal operations using standard algebraic symbols and formulae.	Aligned	Aligned
Performance Expectation	2. Represent natural events, processes, and relationships with algebraic expressions and algorithms.	Inconsistently Aligned	Aligned
Organizing Component	C. Understand relationships among geometry, algebra, and trigonometry		
Performance Expectation	1. Understand simple vectors, vector notations, and vector diagrams, and carry out simple calculations involving vectors.	Not Aligned	Inconsistently Aligned
Performance Expectation	2. Understand that a curve drawn on a defined set of axes is fully equivalent to a set of algebraic equations.	Aligned	Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	3. Understand basic trigonometric principles, including definitions of terms such as sine, cosine, tangent, cotangent, and their relationship to triangles.	Inconsistently Aligned	Aligned
Performance Expectation	4. Understand basic geometric principles.	Inconsistently Aligned	Aligned
Organizing Component	D. Scientific problem solving		
Performance Expectation	1. Use dimensional analysis in problem solving.	Aligned	Inconsistently Aligned
Organizing Component	E. Scientific application of probability and statistics		
Performance Expectation	1. Understand descriptive statistics.	Aligned	Inconsistently Aligned
Organizing Component	F. Scientific measurement		
Performance Expectation	1. Select and use appropriate Standard International (SI) units and prefixes to express measurements for real-world problems.	Aligned	Inconsistently Aligned
Performance Expectation	2. Use appropriate significant digits.	Aligned	Inconsistently Aligned
Performance Expectation	3. Understand and use logarithmic notation (base 10).	Inconsistently Aligned	Aligned
Key Content	III. Foundation Skills: Scientific Applications of Communication		
Organizing Component	A. Scientific writing		
Performance Expectation	1. Use correct applications of writing practices in scientific communication.	Aligned	Inconsistently Aligned
Organizing Component	B. Scientific reading		
Performance Expectation	1. Read technical and scientific articles to gain understanding of interpretations, apparatuses, techniques or procedures, and data.	Aligned	Aligned
Performance Expectation	2. Set up apparatuses, carry out procedures, and collect specified data from a given set of appropriate instructions.	Aligned	Inconsistently Aligned
Performance Expectation	3. Recognize scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication.	Aligned	Aligned
Performance Expectation	4. List, use and give examples of specific strategies before, during, and after reading to improve comprehension.	Aligned	Aligned
Organizing Component	C. Presentation of scientific/technical information		
Performance Expectation	1. Prepare and present scientific/technical information in appropriate formats for various audiences.	Aligned	Aligned
Organizing Component	D. Research skills/information literacy		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Use search engines, databases, and other digital electronic tools effectively to locate information.	Aligned	Aligned
Performance Expectation	2. Evaluate quality, accuracy, completeness, reliability, and currency of information from any source.	Aligned	Aligned
Key Content	IV. Science, Technology, and Society		
Organizing Component	A. Interactions between innovations and science		
Performance Expectation	1. Recognize how scientific discoveries are connected to technological innovations.	Aligned	Inconsistently Aligned
Organizing Component	B. Social ethics		
Performance Expectation	1. Understand how scientific research and technology have an impact on ethical and legal practices.	Aligned	Aligned
Performance Expectation	2. Understand how commonly held ethical beliefs impact scientific research.	Aligned	Inconsistently Aligned
Organizing Component	C. History of science		
Performance Expectation	1. Understand the historical development of major theories in science.	Aligned	Not Aligned
Performance Expectation	2. Recognize the role of people in important contributions to scientific knowledge.	Aligned	Inconsistently Aligned
Key Content	V. Cross-Disciplinary Themes		
Organizing Component	A. Matter/states of matter		
Performance Expectation	1. Know modern theories of atomic structure.	Aligned	Not Aligned
Performance Expectation	2. Understand the typical states of matter (solid, liquid, gas) and phase changes among these.	Aligned	Not Aligned
Organizing Component	B. Energy (thermodynamics, kinetic, potential, and energy transfers)		
Performance Expectation	1. Understand the Laws of Thermodynamics.	Aligned	Not Aligned
Performance Expectation	2. Know the processes of energy transfer.	Aligned	Not Aligned
Organizing Component	C. Change over time/equilibrium		
Performance Expectation	1. Recognize patterns of change.	Aligned	Aligned
Organizing Component	D. Classification		
Performance Expectation	1. Understand that scientists categorize things according to similarities and differences.	Aligned	Inconsistently Aligned
Organizing Component	E. Measurements and models		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Use models to make predictions.	Aligned	Inconsistently Aligned
Performance Expectation	2. Use scale to relate models and structures.	Aligned	Inconsistently Aligned
Performance Expectation	3. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	Aligned	Not Aligned
Key Content	VI. Biology		
Organizing Component	A. Structure and function of cells		
Performance Expectation	1. Know that although all cells share basic features, cells differentiate to carry out specialized functions.	Aligned	Not Aligned
Performance Expectation	2. Explain how cells can be categorized into two major types: prokaryotic and eukaryotic, and describe major features that distinguish one from the other.	Aligned	Not Aligned
Performance Expectation	3. Describe the structure and function of major subcellular organelles.	Aligned	Not Aligned
Performance Expectation	4. Describe the major features of mitosis and relate this process to growth and asexual reproduction.	Aligned	Not Aligned
Performance Expectation	5. Understand the process of cytokinesis in plant and animal cells and how this process is related to growth.	Aligned	Not Aligned
Performance Expectation	6. Know the structure of membranes and how this relates to permeability.	Aligned	Not Aligned
Organizing Component	B. Biochemistry		
Performance Expectation	1. Understand the major categories of biological molecules: lipids, carbohydrates, proteins, and nucleic acids.	Aligned	Not Aligned
Performance Expectation	2. Describe the structure and function of enzymes.	Aligned	Not Aligned
Performance Expectation	3. Describe the major features and chemical events of photosynthesis.	Aligned	Not Aligned
Performance Expectation	4. Describe the major features and chemical events of cellular respiration.	Aligned	Not Aligned
Performance Expectation	5. Know how organisms respond to presence or absence of oxygen, including mechanisms of fermentation.	Aligned	Not Aligned
Performance Expectation	6. Understand coupled reaction processes and describe the role of ATP in energy coupling and transfer.	Aligned	Not Aligned
Organizing Component	C. Evolution and populations		
Performance Expectation	1. Know multiple categories of evidence for evolutionary change and how this evidence is used to infer evolutionary relationships among organisms.	Aligned	Not Aligned
Performance Expectation	2. Recognize variations in population sizes, including extinction, and describe mechanisms and conditions that produce these variations.	Aligned	Not Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Organizing Component	D. Molecular genetics and heredity		
Performance Expectation	1. Understand Mendel's laws of inheritance.	Aligned	Not Aligned
Performance Expectation	2. Know modifications to Mendel's laws.	Aligned	Not Aligned
Performance Expectation	3. Understand the molecular structures and the functions of nucleic acids.	Aligned	Not Aligned
Performance Expectation	4. Understand simple principles of population genetics and describe characteristics of a Hardy-Weinberg population.	Inconsistently Aligned	Not Aligned
Performance Expectation	5. Describe the major features of meiosis and relate this process to Mendel's Laws of Inheritance.	Aligned	Not Aligned
Organizing Component	E. Classification and taxonomy		
Performance Expectation	1. Know ways in which living things can be classified based on each organism's internal and external structure, development, and relatedness of DNA sequences.	Aligned	Not Aligned
Organizing Component	F. Systems and homeostasis		
Performance Expectation	1. Know that organisms possess various structures and processes (feedback loops) that maintain steady internal conditions.	Aligned	Not Aligned
Performance Expectation	2. Describe, compare, and contrast structures and processes that allow gas exchange, nutrient uptake and processing, waste excretion, nervous and hormonal regulation, and reproduction in plants, animals, and fungi; give examples of each.	Aligned	Not Aligned
Organizing Component	G. Ecology		
Performance Expectation	1. Identify Earth's major biomes, giving their locations, typical climate conditions, and characteristic organisms present in each.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Know patterns of energy flow and material cycling in Earth's ecosystems.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Understand typical forms of organismal behavior.	Aligned	Not Aligned
Performance Expectation	4. Know the process of succession.	Inconsistently Aligned	Not Aligned
Key Content	VII. Chemistry		
Organizing Component	A. Matter and its properties		
Performance Expectation	1. Know that physical and chemical properties can be used to describe and classify matter.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Recognize and classify pure substances (elements, compounds) and mixtures.	Inconsistently Aligned	Not Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Organizing Component	B. Atomic structure		
Performance Expectation	1. Summarize the development of atomic theory. Understand that models of the atom are used to help understand the properties of elements and compounds.	Aligned	Inconsistently Aligned
Organizing Component	C. Periodic table		
Performance Expectation	1. Know the organization of the periodic table.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Recognize the trends in physical and chemical properties as one moves across a period or vertically through a group.	Inconsistently Aligned	Not Aligned
Organizing Component	D. Chemical bonding		
Performance Expectation	1. Characterize ionic bonds, metallic bonds, and covalent bonds. Describe the properties of metals and ionic and covalent compounds.	Aligned	Not Aligned
Organizing Component	E. Chemical reactions		
Performance Expectation	1. Classify chemical reactions by type. Describe the evidence that a chemical reaction has occurred.	Aligned	Not Aligned
Performance Expectation	2. Describe the properties of acids and bases and identify the products of a neutralization reaction.	Aligned	Not Aligned
Performance Expectation	3. Understand oxidation-reduction reactions.	Aligned	Not Aligned
Performance Expectation	4. Understand chemical equilibrium.	Inconsistently Aligned	Not Aligned
Performance Expectation	5. Understand energy changes in chemical reactions.	Inconsistently Aligned	Not Aligned
Performance Expectation	6. Understand chemical kinetics.	Inconsistently Aligned	Not Aligned
Organizing Component	F. Chemical nomenclature		
Performance Expectation	1. Know formulas for ionic compounds.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Know formulas for molecular compounds.	Inconsistently Aligned	Not Aligned
Organizing Component	G. The mole and stoichiometry		
Performance Expectation	1. Understand the mole concept.	Not Aligned	Not Aligned
Performance Expectation	2. Understand molar relationships in reactions, stoichiometric calculations, and percent yield.	Not Aligned	Not Aligned
Organizing Component	H. Thermochemistry		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Understand the Law of Conservation of Energy and processes of heat transfer.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand energy changes and chemical reactions.	Inconsistently Aligned	Not Aligned
Organizing Component	I. Properties and behavior of gases, liquids, and solids		
Performance Expectation	1. Understand the behavior of matter in its various states: solid, liquid, and gas.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand properties of solutions.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Understand principles of ideal gas behavior and kinetic molecular theory.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Apply the concept of partial pressures in a mixture of gases.	Aligned	Not Aligned
Performance Expectation	5. Know properties of liquids and solids.	Inconsistently Aligned	Not Aligned
Performance Expectation	6. Understand the effect of vapor pressure on changes in state; explain heating curves and phase diagrams.	Inconsistently Aligned	Not Aligned
Performance Expectation	7. Describe intermolecular forces.	Inconsistently Aligned	Not Aligned
Organizing Component	J. Basic structure and function of biological molecules: proteins, carbohydrates, lipids, nucleic acids		
Performance Expectation	1. Understand the major categories of biological molecules: proteins, carbohydrates, lipids, and nucleic acids.	Aligned	Not Aligned
Organizing Component	K. Nuclear chemistry		
Performance Expectation	1. Understand radioactive decay.	Inconsistently Aligned	Not Aligned
Key Content	VIII. Physics		
Organizing Component	A. Matter		
Performance Expectation	1. Demonstrate familiarity with length scales from sub-atomic particles through macroscopic objects.	Not Aligned	Not Aligned
Performance Expectation	2. Understand states of matter and their characteristics.	Not Aligned	Not Aligned
Performance Expectation	3. Understand the concepts of mass and inertia.	Not Aligned	Not Aligned
Performance Expectation	4. Understand the concept of density.	Not Aligned	Not Aligned
Performance Expectation	5. Understand the concepts of gravitational force and weight.	Not Aligned	Not Aligned
Organizing Component	B. Vectors		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Understand how vectors are used to represent physical quantities.	Not Aligned	Not Aligned
Performance Expectation	2. Demonstrate knowledge of vector mathematics using a graphical representation.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Demonstrate knowledge of vector mathematics using a numerical representation.	Not Aligned	Not Aligned
Organizing Component	C. Forces and motion		
Performance Expectation	1. Understand the fundamental concepts of kinematics.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand forces and Newton's Laws.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Understand the concept of momentum.	Not Aligned	Not Aligned
Organizing Component	D. Mechanical energy		
Performance Expectation	1. Understand potential and kinetic energy.	Aligned	Not Aligned
Performance Expectation	2. Understand conservation of energy.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Understand the relationship of work and mechanical energy.	Inconsistently Aligned	Not Aligned
Organizing Component	E. Rotating systems		
Performance Expectation	1. Understand rotational kinematics.	Not Aligned	Not Aligned
Performance Expectation	2. Understand the concept of torque.	Not Aligned	Not Aligned
Performance Expectation	3. Apply the concept of static equilibrium.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Understand angular momentum.	Inconsistently Aligned	Not Aligned
Organizing Component	F. Fluids		
Performance Expectation	1. Understand pressure in a fluid and its applications.	Aligned	Not Aligned
Performance Expectation	2. Understand Pascal's Principle.	Not Aligned	Not Aligned
Performance Expectation	3. Understand buoyancy.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Understand Bernoulli's principle.	Inconsistently Aligned	Not Aligned
Organizing Component	G. Oscillations and waves		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Understand basic oscillatory motion and simple harmonic motion.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand the difference between transverse and longitudinal waves.	Not Aligned	Inconsistently Aligned
Performance Expectation	3. Understand wave terminology: wavelength, period, frequency, and amplitude.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	4. Understand the properties and behavior of sound waves.	Inconsistently Aligned	Inconsistently Aligned
Organizing Component	H. Thermodynamics		
Performance Expectation	1. Understand the gain and loss of heat energy in matter.	Aligned	Not Aligned
Performance Expectation	2. Understand the basic laws of thermodynamics.	Inconsistently Aligned	Not Aligned
Organizing Component	I. Electromagnetism		
Performance Expectation	1. Discuss electric charge and electric force.	Inconsistently Aligned	Aligned
Performance Expectation	2. Gain qualitative and quantitative understandings of voltage, current, and resistance.	Inconsistently Aligned	Aligned
Performance Expectation	3. Understand Ohm's Law.	Not Aligned	Aligned
Performance Expectation	4. Apply the concept of power to electricity.	Not Aligned	Inconsistently Aligned
Performance Expectation	5. Discuss basic DC circuits that include voltage sources and combinations of resistors.	Not Aligned	Inconsistently Aligned
Performance Expectation	6. Discuss basic DC circuits that include voltage sources and combinations of capacitors.	Not Aligned	Inconsistently Aligned
Performance Expectation	7. Understand magnetic fields and their relationship to electricity.	Not Aligned	Aligned
Performance Expectation	8. Relate electricity and magnetism to everyday life.	Inconsistently Aligned	Inconsistently Aligned
Organizing Component	J. Optics		
Performance Expectation	1. Know the electromagnetic spectrum.	Inconsistently Aligned	Inconsistently Aligned
Performance Expectation	2. Understand the wave/particle duality of light.	Not Aligned	Not Aligned
Performance Expectation	3. Understand concepts of geometric optics.	Not Aligned	Not Aligned
Key Content	IX. Earth and Space Sciences		
Organizing Component	A. Earth systems		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Know the major features and characteristics of atmosphere, geosphere, hydrosphere, and biosphere.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand relationships and interactions among atmosphere, geosphere, hydrosphere, and biosphere.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Possess a scientific understanding of the history of Earth's systems.	Not Aligned	Not Aligned
Performance Expectation	4. Utilize the tools scientists use to study and understand the Earth's systems.	Inconsistently Aligned	Not Aligned
Organizing Component	B. Sun, Earth, and moon system		
Performance Expectation	1. Understand interactions among the sun, Earth, and moon.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Possess a scientific understanding of the formation of the Earth and moon.	Inconsistently Aligned	Not Aligned
Organizing Component	C. Solar system		
Performance Expectation	1. Describe the structure and motions of the solar system and its components.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Possess a scientific understanding of the formation of the solar system.	Inconsistently Aligned	Not Aligned
Organizing Component	D. Origin and structure of the universe		
Performance Expectation	1. Understand scientific theories for the formation of the universe.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Know the current scientific descriptions of the components of the universe.	Not Aligned	Not Aligned
Organizing Component	E. Plate tectonics		
Performance Expectation	1. Describe the evidence that supports the current theory of plate tectonics.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Identify the major tectonic plates.	Not Aligned	Not Aligned
Performance Expectation	3. Describe the motions and interactions of tectonic plates.	Not Aligned	Not Aligned
Performance Expectation	4. Describe the rock cycle and its products.	Inconsistently Aligned	Not Aligned
Organizing Component	F. Energy transfer within and among systems		
Performance Expectation	1. Describe matter and energy transfer in the Earth's systems.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Give examples of effects of energy transfer within and among systems.	Inconsistently Aligned	Not Aligned
Key Content	X. Environmental Science		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Organizing Component	A. Earth systems		
Performance Expectation	1. Recognize the Earth's systems.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Know the major features of the geosphere and the factors that modify them.	Not Aligned	Not Aligned
Performance Expectation	3. Know the major features of the atmosphere.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Know the major features of the hydrosphere.	Not Aligned	Not Aligned
Performance Expectation	5. Be familiar with Earth's major biomes.	Inconsistently Aligned	Not Aligned
Performance Expectation	6. Describe the Earth's major biogeochemical cycles.	Inconsistently Aligned	Not Aligned
Organizing Component	B. Energy		
Performance Expectation	1. Understand energy transformations.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Know the various sources of energy for humans and other biological systems.	Aligned	Not Aligned
Organizing Component	C. Populations		
Performance Expectation	1. Recognize variations in population sizes, including human population and extinction, and describe mechanisms and conditions that produce these variations.	Aligned	Not Aligned
Organizing Component	D. Economics and politics		
Performance Expectation	1. Name and describe major environmental policies and legislation.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand the types, uses and regulations of the various natural resources.	Inconsistently Aligned	Not Aligned
Organizing Component	E. Human practices and their impacts		
Performance Expectation	1. Describe the different uses for land (land management).	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Understand the use and consequences of pest management.	Aligned	Not Aligned
Performance Expectation	3. Know the different methods used to increase food production.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Understand land and water usage and management practices.	Inconsistently Aligned	Not Aligned
Performance Expectation	5. Understand how human practices affect air, water, and soil quality.	Inconsistently Aligned	Not Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
	Social Studies		
Key Content	I. Interrelated Disciplines and Skills		
Organizing Component	A. Spatial analysis of physical and cultural processes that shape the human experience		
Performance Expectation	1. Use the tools and concepts of geography appropriately and accurately.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Analyze the interaction between human communities and the environment.	Aligned	Not Aligned
Performance Expectation	3. Analyze how physical and cultural processes have shaped human communities over time.	Aligned	Not Aligned
Performance Expectation	4. Evaluate the causes and effects of human migration patterns over time.	Aligned	Not Aligned
Performance Expectation	5. Analyze how various cultural regions have changed over time.	Aligned	Not Aligned
Performance Expectation	6. Analyze the relationship between geography and the development of human communities.	Aligned	Not Aligned
Organizing Component	B. Periodization and chronological reasoning		
Performance Expectation	1. Examine how and why historians divide the past into eras.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Identify and evaluate sources and patterns of change and continuity across time and place.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	Aligned	Not Aligned
Organizing Component	C. Change and continuity of political ideologies, constitutions, and political behavior		
Performance Expectation	1. Evaluate different governmental systems and functions.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Evaluate changes in the functions and structures of government across time.	Aligned	Not Aligned
Performance Expectation	3. Explain and analyze the importance of civic engagement.	Aligned	Not Aligned
Organizing Component	D. Change and continuity of economic systems and processes		
Performance Expectation	1. Identify and evaluate the strengths and weaknesses of different economic systems.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Analyze the basic functions and structures of international economics.	Inconsistently Aligned	Not Aligned
Organizing Component	E. Change and continuity of social groups, civic organizations, institutions, and their interaction		
Performance Expectation	1. Identify different social groups (e.g., clubs, religious organizations) and examine how they form and how and why they sustain themselves.	Inconsistently Aligned	Not Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	Aligned	Not Aligned
Performance Expectation	3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	Aligned	Not Aligned
Performance Expectation	4. Identify and evaluate the sources and consequences of social conflict.	Aligned	Not Aligned
Organizing Component	F. Problem-solving and decision-making skills		
Performance Expectation	1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	Aligned	Not Aligned
Performance Expectation	2. Analyze ethical issues in historical, cultural, and social contexts.	Aligned	Not Aligned
Key Content	II. Diverse Human Perspectives and Experiences		
Organizing Component	A. Multicultural societies		
Performance Expectation	1. Define a "multicultural society" and consider both the positive and negative qualities of multiculturalism.	Aligned	Not Aligned
Performance Expectation	2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	Aligned	Not Aligned
Organizing Component	B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)		
Performance Expectation	1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	Aligned	Not Aligned
Performance Expectation	2. Explain and evaluate the concept of gender.	Aligned	Inconsistently Aligned
Performance Expectation	3. Analyze diverse religious concepts, structures, and institutions around the world.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	Aligned	Not Aligned
Performance Expectation	5. Explain the concepts of socioeconomic status and stratification.	Aligned	Not Aligned
Performance Expectation	6. Analyze how individual and group identities are established and change over time.	Aligned	Not Aligned
Key Content	III. Interdependence of Global Communities		
Organizing Component	A. Spatial understanding of global, regional, national, and local communities		
Performance Expectation	1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	Inconsistently Aligned	Not Aligned
Performance Expectation	2. Connect regional or local developments to global ones.	Inconsistently Aligned	Not Aligned
Performance Expectation	3. Analyze how and why diverse communities interact and become dependent on each other.	Inconsistently Aligned	Not Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Organizing Component	B. Global Analysis		
Performance Expectation	1. Apply social science methodologies to compare societies and cultures.	Aligned	Not Aligned
Key Content	IV. Analysis, Synthesis and Evaluation of Information		
Organizing Component	A. Critical examination of texts, images, and other sources of information		
Performance Expectation	1. Identify and analyze the main idea(s) and point(s) of view in sources.	Aligned	Inconsistently Aligned
Performance Expectation	2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	Aligned	Not Aligned
Performance Expectation	3. Evaluate sources from multiple perspectives.	Aligned	Inconsistently Aligned
Performance Expectation	4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	Aligned	Inconsistently Aligned
Performance Expectation	5. Read narrative texts critically.	Aligned	Inconsistently Aligned
Performance Expectation	6. Read research data critically.	Aligned	Inconsistently Aligned
Organizing Component	B. Research and methods		
Performance Expectation	1. Use established research methodologies.	Aligned	Not Aligned
Performance Expectation	2. Explain how historians and other social scientists develop new and competing views of past phenomena.	Aligned	Not Aligned
Performance Expectation	3. Gather, organize and display the results of data and research.	Inconsistently Aligned	Not Aligned
Performance Expectation	4. Identify and collect sources.	Aligned	Inconsistently Aligned
Organizing Component	C. Critical listening		
Performance Expectation	1. Understand/interpret presentations (e.g., speeches, lectures, less formal presentations) critically.	Aligned	Aligned
Organizing Component	D. Reaching conclusions		
Performance Expectation	1. Construct a thesis that is supported by evidence.	Aligned	Inconsistently Aligned
Performance Expectation	2. Recognize and evaluate counterarguments.	Aligned	Not Aligned
Key Content	V. Effective Communication		
Organizing Component	A. Clear and coherent oral and written communication		

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	Aligned	Aligned
Performance Expectation	2. Use conventions of standard written English.	Aligned	Inconsistently Aligned
Organizing Component	B. Academic integrity		
Performance Expectation	1. Attribute ideas and information to source materials and authors.	Aligned	Aligned
	Cross-Disciplinary		
Key Content	I. Key Cognitive Skills		
Organizing Component	A. Intellectual curiosity		
Performance Expectation	1. Engage in scholarly inquiry and dialogue.	Aligned	Aligned
Performance Expectation	2. Accept constructive criticism and revise personal views when valid evidence warrants.	Aligned	Aligned
Organizing Component	B. Reasoning		
Performance Expectation	1. Consider arguments and conclusions of self and others.	Aligned	Aligned
Performance Expectation	2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	Aligned	Inconsistently Aligned
Performance Expectation	3. Gather evidence to support arguments, findings, or lines of reasoning.	Aligned	Inconsistently Aligned
Performance Expectation	4. Support or modify claims based on the results of an inquiry.	Aligned	Aligned
Organizing Component	C. Problem solving		
Performance Expectation	1. Analyze a situation to identify a problem to be solved.	Aligned	Aligned
Performance Expectation	2. Develop and apply multiple strategies to solving a problem.	Aligned	Aligned
Performance Expectation	3. Collect evidence and data systematically and directly relate to solving a problem.	Aligned	Aligned
Organizing Component	D. Academic behaviors		
Performance Expectation	1. Self-monitor learning needs and seek assistance when needed.	Aligned	Aligned
Performance Expectation	2. Use study habits necessary to manage academic pursuits and requirements.	Aligned	Aligned
Performance Expectation	3. Strive for accuracy and precision.	Aligned	Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	4. Persevere to complete and master tasks.	Aligned	Aligned
Organizing Component	E. Work habits		
Performance Expectation	1. Work independently.	Aligned	Aligned
Performance Expectation	2. Work collaboratively.	Aligned	Aligned
Organizing Component	F. Academic integrity		
Performance Expectation	1. Attribute ideas and information to source materials and people.	Aligned	Aligned
Performance Expectation	2. Evaluate sources for quality of content, validity, credibility, and relevance.	Aligned	Aligned
Performance Expectation	3. Include the ideas of others and the complexities of the debate, issue, or problem.	Aligned	Aligned
Performance Expectation	4. Understand and adhere to ethical codes of conduct.	Aligned	Aligned
Key Content	II. Foundational Skills		
Organizing Component	A. Reading across the curriculum		
Performance Expectation	1. Use effective prereading strategies.	Aligned	Aligned
Performance Expectation	2. Use a variety of strategies to understand the meanings of new words.	Aligned	Aligned
Performance Expectation	3. Identify the intended purpose and audience of the text.	Aligned	Aligned
Performance Expectation	4. Identify the key information and supporting details.	Aligned	Aligned
Performance Expectation	5. Analyze textual information critically.	Aligned	Aligned
Performance Expectation	6. Annotate, summarize, paraphrase, and outline texts when appropriate.	Aligned	Inconsistently Aligned
Performance Expectation	7. Adapt reading strategies according to structure of texts.	Aligned	Aligned
Performance Expectation	8. Connect reading to historical and current events and personal interest.	Aligned	Inconsistently Aligned
Organizing Component	B. Writing across the curriculum		
Performance Expectation	1. Write clearly and coherently using standard writing conventions.	Aligned	Aligned
Performance Expectation	2. Write in a variety of forms for various audiences and purposes.	Aligned	Inconsistently Aligned

Skill Type	Skill Statement	Nursing Degree of Alignment	Programming Degree of Alignment
Performance Expectation	3. Compose and revise drafts.	Aligned	Aligned
Organizing Component	C. Research across the curriculum		
Performance Expectation	1. Understand which topics or questions are to be investigated.	Aligned	Inconsistently Aligned
Performance Expectation	2. Explore a research topic.	Aligned	Inconsistently Aligned
Performance Expectation	3. Refine research topic based on preliminary research and devise a timeline for completing work.	Aligned	Aligned
Performance Expectation	4. Evaluate the validity and reliability of sources.	Aligned	Inconsistently Aligned
Performance Expectation	5. Synthesize and organize information effectively.	Aligned	Inconsistently Aligned
Performance Expectation	6. Design and present an effective product.	Aligned	Inconsistently Aligned
Performance Expectation	7. Integrate source material.	Aligned	Inconsistently Aligned
Performance Expectation	8. Present final product.	Aligned	Aligned
Organizing Component	D. Use of data		
Performance Expectation	1. Identify patterns or departures from patterns among data.	Aligned	Inconsistently Aligned
Performance Expectation	2. Use statistical and probabilistic skills necessary for planning an investigation, and collecting, analyzing, and interpreting data.	Aligned	Inconsistently Aligned
Performance Expectation	3. Present analyzed data and communicate findings in a variety of formats.	Aligned	Aligned
Organizing Component	E. Technology		
Performance Expectation	1. Use technology to gather information.	Aligned	Aligned
Performance Expectation	2. Use technology to organize, manage, and analyze information.	Aligned	Aligned
Performance Expectation	3. Use technology to communicate and display findings in a clear and coherent manner.	Aligned	Aligned
Performance Expectation	4. Use technology appropriately.	Aligned	Aligned

This document was produced by the Educational Policy Improvement Center

phone	541–346–6153
toll free	877–766–2279
fax	541–346–6154
web	epiconline.org
e-mail	info@epiconline.org
address	720 East 13th Ave. Suite 203 Eugene, OR 97401