Hillsdale High School  Social Studies Learning Outcomes

Research
  • Addresses a researchable question/inquiry
  • Explains why the question or line of inquiry is important
  • Employs proper citations, formatting, etc.

Using Evidence
  • Explains the core issues and information necessary to understand the topic and perspective
  • Conveys information accurately
  • Grounds argument/perspective in specific evidence
  • Selects, presents and explains relevant primary and secondary evidence (including a variety of sources such as charts, tables, visuals, text, etc.)
  • Evaluates the evidence to take into account credibility and weight (e.g. for biases, logic, accuracy, methodology)

Perspective
  • States an argument (hypothesis/interpretation/thesis) that clearly addressed the research question
  • Argument is informed by multiple perspectives
  • Recognizes and considers conflicting or challenging evidence
  • Considers alternative explanations

Logical Reasoning
  • Explains why the evidence is significant and persuasive
  • Situates evidence and topic in relevant (historical/political/economic/cultural) context
  • Makes connections to other historical events, other disciplines, and/or the present

Communication
  • Demonstrates awareness of audience in language use
  • Uses formal academic language
  • Conveys information in more than one format (e.g. orally and in writing)
  • Defends position orally and is able to demonstrate broad factual knowledge of the content of the topic
  • Responds appropriately to critical feedback
  • Participates in discussions that include different perspectives
Hillsdale High School  

Math Learning Outcomes

Problem Solving
• Select, apply and adapt a variety of appropriate strategies to solve problems.
• Monitor and reflect on the process of mathematical problem solving.
• Use mathematical procedures to accurately solve the problem.

Logical Reasoning
• Develop and evaluate mathematical arguments and/or proofs.
• Justify the completeness and appropriateness of a solution both mathematically and contextually.

Connections
• Recognize and use connections among mathematical ideas, concepts, and procedures.
• Explain how mathematical concepts interconnect and build on one another.
• Apply mathematics in contexts outside of mathematics.

Communication
• Communicate their mathematical thinking coherently and clearly through diagrams, graphs, symbols, and words.
• Use the language of mathematics to express mathematical ideas precisely.
• Communicate their thinking in a manner that is appropriate to the audience specified in the task.
Conduct an Investigation
- Establish a testable inquiry question
- Utilize appropriate scientific procedures
- Collect relevant data

Analyze and Interpret Data
- Analyze data relevant to the inquiry question
- Organize and present data
- Interpret the data accurately

Draw Conclusions
- Establish conclusions that answer the inquiry question
- Discuss the scientific process
- Explain conclusions scientifically
- Connect content and conclusions

Communicate and Present Findings
- Communicate using scientific conventions
- Represent ideas visually
- Cite sources appropriately
- Communicate clearly, concisely and appropriately to the audience

Old:
Apply scientific content to understand current societal topics (connections)
- Select a scientific topic to investigate its real world application
- Investigate and explain the scientific content relevant to the topic including contributions from specific scientific disciplines
- Explain how the science topic connects to the real world

Research and analyze information
- Search for relevant information from a variety of sources
- Analyze (compare and contrast) the information collected from a variety of sources
- Evaluate the credibility of the information and address its limitations
- Organize information in a logical and coherent way

Synthesize an argument based on data
- Create a scientific argument that reflects a specific point of view about the topic
- Incorporate content-specific knowledge throughout the discussion of the argument
- Support the argument with evidence from research and analysis

Explore implications of argument
- Discuss possible policies/solutions and their societal implications
- Reflect on how the project influenced one’s own thinking about the topic

Communicate your knowledge
- Follow conventions depending on the mode of communication (e.g., research paper, presentation, PSA, poster, documentary)
- Consider the audience in the presentation of the project
- Use academic language in discussing the science-related topic
- Properly cite multiple sources of information
Hillsdale High School  English Language Arts Learning Outcomes

Critical Reading and Thinking: Analysis and Interpretation

• Examines one or more significant works of fiction and/or non-fiction
• Examines the ideas presented in the texts and the language used to convey those ideas (e.g. figurative language, literary elements, rhetorical devices, etc.)
• Provides relevant textual evidence to support ideas and claims
• Demonstrates an understanding of how the texts are situated within their genre, historical context, culture, personal lives/experience, etc.
• Analysis shows close textual reading. (necessary? because close textual reading is implied in all of the above.)

Point of View (WE’D LIKE A DIFFERENT TITLE HERE) Perspective? Position?

• Responds to the texts with a controlling idea or thesis that demonstrates engaged reading and critical thinking
• Acknowledges and responds to key questions, concerns, or alternative claims relevant to the controlling idea/thesis
• Makes insightful connections, draws generalizations, and/or draws meaningful conclusions as a result of the reading & analysis

Effective and Persuasive Communicators: Structure & Organization

• Presents the controlling idea/thesis in a way that is clear and guides the paper’s organization
• Demonstrates a coherence and an internal structure that supports the whole document
• Contains useful transitions that relate and connect one idea to another
• Develops ideas and concepts in appropriate depth

Command of Language

• Demonstrates command of grammar, usage, and mechanics
• Uses (correct language connections) not sure what “correct language connections” means  Uses syntax, word choice, and techniques that are appropriate to the student’s purpose and audience
• Engages the reader with a strong voice and rhetorical technique (e.g.: anecdotes, “hook”, introductions, repetition, sentence variety, parallelism, etc.)
• Cites textual evidence accurately and consistently
Hillsdale High School  Visual and Performing Arts Learning Outcomes (From Rubric 071410)

Artistic Perception
• Use the language of art to describe an artistic experience
• Document perceptions of artistic elements

Creative Expression
• Demonstrate meaning through the artistic process
• Use appropriate technique
• Produce art representative of a variety of periods and styles

Historical and Cultural Context
• Understand how diverse media influence society
• Describe how artists reflect and influence culture
• Understand art history

Aesthetic Evaluation
• Analyze contrasting interpretations of art
• Interpret the meaning of a particular work of art
• Self- and peer-assess

Visual and Performing Arts Learning Outcomes (OLD)
• Articulate ideas and convey messages to others in a clear, creative and effective manner through performance
• Content mastery—command of the discipline (vocabulary, common language, technique…)
• Work that reflects use of technique/methods, process, moods, genre, point of view, theme…
• Demonstrate and articulate work with personal meaning (intent) through performance and oral and written response.
• Be able to evaluate self and others’ work, reflections, critiques,
• Knowledge of social, cultural, contemporary and/or historical contexts
• Performance level/artistry, “the zone”
Hillsdale High School  
**Physical Education Learning Outcomes**

**Athletic Skills and Strategies**
- Demonstrates knowledge and competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates knowledge and competency in performance strategies needed to perform a variety of physical activities

**Physical Fitness**
- Achieves a level of physical fitness that supports on-going health
- Shows consistent and clear improvement in all measures of physical fitness
- Demonstrates knowledge of fitness concepts, principles and strategies

**Evaluation**
- Evaluates others’ work by effectively critiquing performance
- Evaluates own work by effectively critiquing performance

**Planning and Monitoring Fitness**
- Demonstrates and articulates a clear and detailed *fitness plan* using personal planning techniques
- Measures and evaluates skills and level of performance
- Monitors performance levels
- Shares knowledge in oral and/or written formats

**Connect Outside of School**
- Understands the connections between activities (movement patterns, practice and training programs) learned in PE and those activities outside of school
- Uses knowledge to improve physical performance in all areas of interest

**OLD:**
Students will be able to:

1. Demonstrate knowledge and competency in motor skills, movement patterns and performance strategies needed to perform a variety of physical activities.

2. Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.

3. Demonstrate knowledge of physical, mental and social concepts, principles and strategies as they apply to learning and performance of physical activity.

4. Demonstrate and articulate work using personal planning techniques, monitoring and measuring skills and be able to share knowledge in an oral or written format.

5. Be able to evaluate self and others work by effectively critiquing performance.

6. Understand the connections between activities, movement patterns, practice and training programs learned in PE to those activities outside of school and how to use knowledge to improve physical performance in all areas of interest.