

Grade Level Content Standards

California recently adopted new content standards in English Language Arts (ELA) and math, which in part include a set of common core standards adopted by many other states in the nation. Included in this brochure is a summary of the revised standards in math and ELA, along with other helpful information for parents of students attending Clovis Unified high schools.

As California's updated content standards are implemented, parents and students may notice some small changes in the way classroom instruction is delivered. Examples of these changes might include:

- Text complexity will increase and students will be asked to read more challenging texts.
 - Students will be asked to make claims and then support those claims with evidence in all subjects.
 - Literature will continue to be an important part of every student's school experience while at the same time, more non-fiction texts will be used to help students develop important college and career ready skills related to analyzing and processing non-fiction text. Students will be asked to demonstrate their knowledge of a subject more through discussion and writing and less through multiple choice tests.
- A complete list of California's content standards by subject matter, including all science and social sciences courses along with math by subject and ELA is available online at <http://cic.ced.com/parent-and-student-resources/>.

MATH STANDARDS I

NUMBER AND QUANTITY

Quantities

- Reason quantitatively and use units to solve problems.
- See structure in expressions.
- Interpret the structure of expressions.

Creating Equations

- Create equations that describe numbers or relationships.

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

FUNCTIONS

Interpret Functions

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

Building Functions

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Linear, Quadratic and Exponential Models

- Construct and compare linear, quadratic and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

GEOMETRY

Congruence

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Make geometric constructions.

Expressing Geometric Properties with Equations

- Use coordinates to prove simple geometric theorems algebraically.

STATISTICS AND PROBABILITY

Interpreting Categorical and Quantitative Data

- Summarize, represent and interpret data on a single count or measurement variable.
- Summarize, represent and interpret data on two categorical and quantitative variables.
- Interpret linear models.

MATH STANDARDS II

NUMBER AND QUANTITY

The Real Number System

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.

The Complex Number System

- Perform arithmetic operations with complex numbers.
- Use complex numbers in polynomial identities and equations.

ALGEBRA

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials.

Creating Equations

- Create equations that describe numbers or relationships.
- Solve equations and inequalities in one variable.
- Solve systems of equations.

Functions

- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Linear, Quadratic and Exponential Models

- Construct and compare linear, quadratic and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Solve trigonometric functions.

GEOMETRY

Congruence

- Prove geometric theorems.
- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.

Similarity, Right Triangles and Trigonometry

- Understand similarity in terms of similarity transformations.
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.

Circles

- Understand and apply theorems about circles.
- Find arc lengths and areas of sectors of circles.

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section.
- Use coordinates to prove simple geometric theorems algebraically.

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems.

STATISTICS AND PROBABILITY

Conditional Probability and the Rules of Probability

- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Using Probability to Make Decisions
- Use probability to evaluate outcomes of decisions.

MATH STANDARDS III

NUMBER AND QUANTITY

The Complex Number System

- Use complex numbers in polynomial identities and equations.

ALGEBRA

Seeing Structure in Expressions

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Use polynomial identities to solve problems.
- Rewrite rational expressions.

Creating Equations

- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Represent and solve equations and inequalities graphically.

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning.
- Represent and solve equations and inequalities graphically.

FUNCTIONS

Interpreting Functions

- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.

Building Functions

- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic and exponential models and solve problems.

Trigonometric Functions

- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.

GEOMETRY

Similarity, Right Triangles and Trigonometry

- Apply trigonometry to general triangles.

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section.
- Geometric Measurement and Dimension
- Visualize relationships between two-dimensional and three-dimensional objects.

Modeling with Geometry

- Apply geometric concepts in modeling situations

STATISTICS AND PROBABILITY

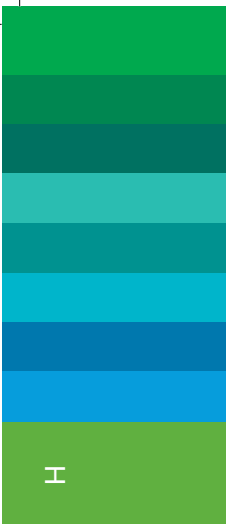
Interpreting Categorical and Quantitative Data

- Summarize, represent and interpret data on a single count or measurement variable.



HIGH SCHOOL

WWW.CUSD.COM/STANDARDS



- **Making Inferences and Justifying Conclusions**
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments and observational studies.

- **Using Probability to Make Decisions**
- Use probability to evaluate outcomes of decisions.

READING ANCHOR STANDARDS

Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Analyze how and why individuals, events and ideas develop and interact over the course of a text.
- Craft and Structure**
- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meaning, and analyze how specific word choices shape meaning or tone.
 - Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.
 - Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas**
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - Debate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.
- Range of Reading and Level of Text Complexity**
- Read and comprehend complex literary and informational texts independently and proficiently.

WRITING ANCHOR STANDARDS

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection and research.

Range of Writing

- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- Develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

SPEAKING AND LISTENING ANCHOR STANDARDS

Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE ANCHOR STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Knowledge of Language

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING AND WRITING STANDARDS FOR HISTORY, SOCIAL STUDIES AND SCIENCE

The standards below are examples of grades 9-12 reading and writing standards in history, social studies, science and technical subjects.

- Cite specific textual evidence to support analysis of primary and secondary sources, provide an accurate summary of key details, and explain how the relationships among key details, and explain which textual evidence supports analysis and where the text leaves matters uncertain.

- Determine the meaning of words, phrases, symbols and domain-specific words and analyze how an author refines the meaning of key terms throughout a text; use terms to categorize information and analyze complex text structure and evaluate differing authors' views on a topic.

- Integrate and evaluate multiple sources of quantitative and technical sources of information and the author's premises supported by textual evidence from several primary and secondary sources.

- Follow precisely a complex multistep procedure when carrying out experiments and attend to special cases or exceptions defined in the text.

- Evaluate the hypothesis, data, analysis and conclusions in a science or technical text; analyze and synthesize information from a range of sources.

- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Write arguments focused on discipline-specific content and informative/explanatory texts, producing clear and coherent writing through planning, revising, editing and rewriting using technology in order to publish and update individual or shared writing.

- Conduct short and more sustained research projects to answer a question or solve a problem; synthesize multiple authoritative print and digital sources and selectively integrate evidence into the text following a standard format for citation.

GRADUATION REQUIREMENTS

High school graduation is the culmination of a student's entire kindergarten through twelfth grade experience, and in Ohio's Unified Graduation Plan, it is the final step in a student's education. Following is some information that will help help students on track to graduate on time and ready for their entrance into the world of college, career or parents and students should also remember that help is only a phone call or a trip to the counseling center of your local high school away.

Language Arts

Eight semesters of English, and pass the CAHSEE in English/ Language Arts

Mathematics

A minimum of 4 semesters of mathematics to include: Algebra IAB or Algebra CD, Geometry IAB or Applied Geometry, IF Algebra IAB and/or Geometry IAB have been completed at immediate school, students are still required to meet the 4-semester rule during high school. Pass the CAHSEE in mathematics

Sciences

Four semesters of science to include: two semesters of physical science with lab, and two semesters of biological science with lab

Social Sciences
Seven semesters of social science to include: one semester of World Geography, two semesters of World History, two semesters of United States History, and (during the senior year) one semester of American Government and one semester of Economics

Physical Education

Eight semesters of Physical Education to include: two semesters of Core A, and two semesters of Core B, and four semesters of PE classes (graded by 11 and 12). A modified Physical Education program will be provided for those students who are ill or injured. Extra credit and 1.25 grade credits are enrolled in off-campus ROP/CAET may vary. PE activities they have passed the Physical Fitness Test during their 9th and 10th grade years.

Health

One semester of health science

Advanced Branch

Four semesters from: two semesters of foreign language (one yr. course) or, two semesters of Visual/Performing Arts (one yr. course), and two semesters of CTE course (one year course). Two semesters from: Foreign Language, or Visual/Performing Arts, or Science (3rd yr.) or Math (3rd yr.) or English/Language Arts or Math Intervention CTE Course

Life Pathways

Four semesters out of the elective credits must be clustered with a specified life path emphasis (20 units)

Educational Two-Year Plan for High School

The table below lists the required credits by content area to graduate from Ohio's Unified School District and receive a CUSD diploma (senior diploma). It also includes an example of the course that would satisfy the credit and UC/CSDU requirements for a CUSD diploma. There are a number of dual/enrichment options available, with additional information in the 2013-2014 High School Course Description Catalog available online at www.csd.edu/parents/.

For CUSD Diploma Credit Requirement

Core Subject Area	Credit Requirement
English	8 Semesters/40 Credits
Mathematics	4 Semesters/20 Credits
Science	4 Semesters/20 Credits
History/Social Science	7 Semesters/35 Credits
Foreign Language	2 Semesters/10 Credits

For UC/CSDU or CUSD Diploma Credit Requirement

Core Subject Area	Credit Requirement
English	8 Semesters/40 Credits
Mathematics	4 Semesters/20 Credits
Science	4 Semesters/20 Credits
History/Social Science	7 Semesters/35 Credits
Foreign Language	2 Semesters/10 Credits

For CUSD Diploma Credit Requirement

Core Subject Area	Credit Requirement
English	8 Semesters/40 Credits
Mathematics	4 Semesters/20 Credits
Science	4 Semesters/20 Credits
History/Social Science	7 Semesters/35 Credits
Foreign Language	2 Semesters/10 Credits