



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

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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 for 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 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.

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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 Readiness 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 policies, 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 within 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 Table 1 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.

CRSAs' 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 to 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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| 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 | | | | | | |

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| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|------------------------------|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| | 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|---------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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| 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 | | | | | | |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|-----------------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|-----------------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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) | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|-----------------------------|--|
| 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 | | | | | | |

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| 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% |

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| 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 | | | | | | |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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 subsequent course | 33% |
| Performance Expectation | 6. Design and present an effective product. | 3 | 3 | 67% | Inconsistently Aligned | Introduced as new material; Taught in subsequent course | 33% |
| Performance Expectation | 7. Integrate source material. | 3 | 3 | 67% | Inconsistently Aligned | Introduced as new material; Taught in subsequent 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% |

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| 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. | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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 | | | | | | |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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| 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% |

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| 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 | | | | | | |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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| 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 | | | | | | |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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| 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% |

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| | 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| | 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 subsequent 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 subsequent 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 subsequent 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| | 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 |
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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|---------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---------------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|--|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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 | | | | | | |

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| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 |
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| 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% |

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| 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% |

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| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| | 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|--------------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|--|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|--|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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. | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|--------------------------|---|--|
| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 |
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| | 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% |

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| 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% |

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| 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. | | | | | | |

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| 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 | | | | | | |

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| 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% |

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| 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 | | | | | | |

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| 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 | | | | | | |

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| 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% |

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| 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% |

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| 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 | | | | | | |

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| 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 | | | | | | |

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| 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 | | | | | | |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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 | | | | | | |

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| 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 | | | | | | |

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| 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% |

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| 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 | | | | | | |

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| 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% |

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| 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% |

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| 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% |

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| 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 | | | | | | |

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| 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% |

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| 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 | | | | | | |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|----------------------|---|--|
| 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% |

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| 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 | | | | | | |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|------------------------|---|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|------------------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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% |

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|-------------------------|--|-----------------|----------------|-------------------------------|---------------------|----------------------|--|
| 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 | | | | | | |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|-----------------------------|--|
| 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% |

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|-------------------------|---|-----------------|----------------|-------------------------------|---------------------|---|--|
| 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 |

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|-------------------------|---|-----------------------------|---------------------------------|
| 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 | | |

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|-------------------------|---|-----------------------------|---------------------------------|
| 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 | | |

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|-------------------------|--|-----------------------------|---------------------------------|
| 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 |

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|-------------------------|---|-----------------------------|---------------------------------|
| | 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 |

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|-------------------------|---|-----------------------------|---------------------------------|
| 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 |

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| 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 | | |

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|-------------------------|---|-----------------------------|---------------------------------|
| 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 |

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| 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 |

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|-------------------------|--|-----------------------------|---------------------------------|
| 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 |

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