

April 26, 2007 - Academic Support Technical Assistance Session - "Engaging Students to Learn"

#	Subject	Standard	Fac./Rm.
1	Math - Measurement & Geometry	<p><i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i></p> <p>10.M.1. Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p> <p>10.M.2. Given the formula, find the lateral area, surface area, and volume.</p> <p>10.G.3. Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p> <p>10.G.4. Apply congruence and similarity correspondences (e.g., $\triangle ABC \sim \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	Katherine Richards <i>Higgins Room</i>
2	Math - Data Analysis, Statistics, and Probability	<p><i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i></p> <p>10.D.1. Select, create, and interpret an appropriate graphical representation (e.g., scatterplot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.</p> <p><i>Develop and evaluate inferences and predictions that are based on data.</i></p> <p>10.D.2. Approximate a line of best fit (trend line) given a set of data (e.g., scatterplot). Use technology when appropriate.</p>	Jennifer Leonard & Allison Ward <i>Reisner Room</i>
3	Math - Patterns, Relations, and Algebra	<p><i>Students engage in problem solving, communicating, reasoning, connecting, and representing as they:</i></p> <p>10.P.2. Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line, e.g., by using the "point-slope" or "slope y-intercept" formulas. Explain the significance of a positive, negative, zero, or undefined slope.</p>	Peg Helgaard <i>Fuller Library</i>
4	ELA - Understanding a Text; Fiction; & Style and Language	<p><i>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</i></p> <p>8.30 For imaginative/literary texts: Identify and interpret themes and give supporting evidence from a text. Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p><i>Students will identify, analyze, & apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</i></p> <p>12.5. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.</p> <p><i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</i></p> <p>15.7. Evaluate how an author's choice of words advances the theme or purpose of a work.</p> <p>15.8. Identify & describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.</p>	Tony Streit <i>Worcester Room</i>
5	ELA - Nonfiction & Style and Language	<p><i>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</i></p> <p>13.24 Analyze the logic and use of evidence in an author's argument</p> <p>13.25 Analyze and explain the structure and elements of nonfiction works.</p> <p><i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</i></p> <p>15.7. Evaluate how an author's choice of words advances the theme or purpose of a work.</p> <p>15.8. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.</p>	Nyal Fuentes <i>Amberst Room</i>
6	ELA - Poetry & Style and Language	<p>14.5. Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: sound (<i>alliteration, onomatopoeia, rhyme scheme, consonance, assonance</i>); form (<i>ballad, sonnet, heroic couplets</i>); figurative language (<i>personification, metaphor, simile, hyperbole, symbolism</i>); and dramatic structure.</p> <p><i>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</i></p> <p>15.7. Evaluate how an author's choice of words advances the theme or purpose of a work.</p> <p>15.8. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.</p>	Eileen Robinson <i>Boston Room</i>