

RGHS FOCUS SKILLS FOR SCIENCE

SKILL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
READ, ANALYZE, AND MAKE CONNECTIONS BETWEEN VARIOUS CHARTS AND DIAGRAMS	STUDENTS WILL BE ABLE TO IDENTIFY THE PARTS OF A DIAGRAM, EQUATION, CHART, REFERENCE TABLE, OR MODEL (NOT NECESSARILY 3D).	STUDENTS WILL BE ABLE TO EXPLAIN THE PARTS OF A DIAGRAM, EQUATION, CHART, REFERENCE TABLE, OR MODEL (NOT NECESSARILY 3D).	STUDENTS WILL BE ABLE TO DEVELOP A DATA TABLE, DIAGRAM, OR MODEL AND EXPLAIN EACH PART IN SCIENTIFIC LANGUAGE.	STUDENTS WILL BE ABLE TO APPLY A MODEL, DATA TABLE, DIAGRAM, OR MODEL TO SCIENTIFIC CONCEPTS AND EXPLAIN HOW IT REPRESENTS THE CONCEPT.
DETERMINE THE MEANING OF SYMBOLS, KEY TERMS, AND OTHER DOMAIN-SPECIFIC WORDS AND PHRASES AS THEY ARE USED IN A SPECIFIC SCIENTIFIC OR TECHNICAL CONTEXT	STUDENTS WILL BE ABLE TO IDENTIFY AND EXPLAIN KEY SCIENTIFIC TERMS, SYMBOLS, OR SCIENTIFIC PHRASES (EITHER IN WRITTEN OR VISUAL FORM).	STUDENTS WILL BE ABLE TO RELATE TWO OR MORE KEY SCIENTIFIC TERMS, SYMBOLS, OR SCIENTIFIC PHRASES TO EACH OTHER (EITHER WRITTEN OR VISUAL FORM).	STUDENTS WILL BE ABLE TO CREATE AND DEFEND A SCIENTIFIC CLAIM USING BOTH OUTSIDE SOURCES AND THEIR OWN SCIENTIFIC EXPERIMENTS.	STUDENTS WILL BE ABLE TO CREATE AND DEFEND A SCIENTIFIC CLAIM USING BOTH OUTSIDE SOURCES AND THEIR OWN SCIENTIFIC EXPERIMENTS.
WRITE A CLAIM AND SUPPORT THAT CLAIM WITH SCIENTIFIC EVIDENCE FROM TEXTS (DATA TABLES, DIAGRAMS, REFERENCE TABLES) AND THEIR OWN EXPERIMENTS	STUDENTS WILL BE ABLE TO READ AND IDENTIFY A SCIENTIFIC CLAIM FROM A SCIENTIFIC TEXT, DATA TABLE, DIAGRAM OR REFERENCE TABLE.	STUDENTS WILL BE ABLE TO CREATE AND DEFEND A SCIENTIFIC CLAIM USING EVIDENCE FROM OUTSIDE SOURCES (TEXT, DIAGRAMS, REFERENCE TABLES).	STUDENTS WILL BE ABLE TO CREATE AND DEFEND A SCIENTIFIC CLAIM USING BOTH OUTSIDE SOURCES AND THEIR OWN SCIENTIFIC EXPERIMENTS.	STUDENTS WILL BE ABLE TO CREATE AND DEFEND A SCIENTIFIC CLAIM USING BOTH OUTSIDE SOURCES AND THEIR OWN SCIENTIFIC EXPERIMENTS.
DETERMINE THE CENTRAL IDEAS OR CONCLUSIONS OF A TEXT; TRACE THE TEXT'S EXPLANATION OR DEPICTION OF A COMPLEX PROCESS, PHENOMENON, OR CONCEPT; PROVIDE AN ACCURATE SUMMARY OF THE TEXT	STUDENTS WILL BE ABLE TO IDENTIFY THE CENTRAL IDEA OR CONCLUSION OF A TEXT, OR COMPLETE A PRE-FORMED CONCEPT MAP THAT ILLUSTRATES A COMPLEX PROCESS OR CONCEPT, OR SUMMARIZE THE CENTRAL IDEA OR CONCLUSION OF A TEXT.	STUDENTS WILL BE ABLE TO EXPLAIN THE CENTRAL IDEA OR CONCLUSION OF A TEXT, OR EXPLAIN EACH STEP OF A PRE-FORMED CONCEPT MAP THAT ILLUSTRATES A COMPLEX PROCESS OR CONCEPT, OR SUMMARIZE THE CENTRAL IDEA OR CONCLUSION OF A TEXT USING SCIENTIFIC LANGUAGE.	STUDENTS WILL BE ABLE TO PARAPHRASE THE CENTRAL IDEA OR CONCLUSION OF A TEXT, OR CREATE A CONCEPT MAP THAT ILLUSTRATES A COMPLEX PROCESS OR CONCEPT, OR SUMMARIZE THE CENTRAL IDEA OR CONCLUSION OF A TEXT USING SCIENTIFIC LANGUAGE.	STUDENTS WILL BE ABLE TO COMPARE THE CENTRAL IDEA OR CONCLUSION OF TWO OR MORE TEXTS, OR CREATE A CONCEPT MAP THAT CONNECTS TWO OR MORE DIFFERENT PROCESSES OR CONCEPTS, OR APPLY THE CENTRAL IDEA OR CONCLUSION OF A TEXT TO A REAL-WORLD APPLICATION.