



**School District
of the City of St.
Charles**

SAMS (Students as Mentors) Curriculum Guide

Approved by the Board of Education
May 14, 2015



SAMS (Students As Mentors) Curriculum Committee

Lead Facilitator

Jeff Thorne, Assistant Vice-Principal, St. Charles High School

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SAM (Students As Mentors) Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Rationale for Students As Mentors High School

Students As Mentors (SAM) promotes mutual growth and academic achievement. SAM develops strong relationships with younger students in order to promote their academic and social development. As tutors and mentors of younger students, SAM supports essential student outcomes. SAM promotes community service as a strategy for building positive role models for younger students.

Students As Mentors Goals for Graduation

As a result of each student's experience in the district, he or she will be:

A person who exhibits self-understanding and ethics:

- Applies the rules of confidentiality
- Models positive values and choices
- Applies accountability to being a productive member of the community
- Recognizes the qualities that make them unique and special

A person with good communication skills:

- Critiques facilitative dialogues
- Utilizes open ended questions
- Applies attending skills
- Exhibit empathy all situations
- Formulates a plan of problem solving
- Demonstrates assertive actions

A person with life skills:

- Uses verbal and nonverbal communication skills to be an effective tutor/mentor
- Sets goals and achieves them
- Sets the example of being a good citizen
- Demonstrates respect for others and their property
- Acquires skills that allow management of his/her personal behavior in tutoring
- Makes decisions using a decision making model

A person who is of service to the community:

- Tutors other in academic skills
- Demonstrates essential leadership skills
- Develop positive rapport in the mentoring relationship
- Incorporate the basic principles of education upon which tutoring work will be based
- Select strategies that allow maximum learning to take place in minimal time

Students As Mentors

Classroom Learning Objectives/Essential Outcomes

The student will:

- Tutor/Mentor students for 50 hours
- Illustrate effective tutoring techniques
- Develop the skills necessary to tutor in the content area assigned
- Tutor at elementary/middle school site

Students As Mentors A+ Objectives

1. Tutor/mentor students for 50 hours per A+ program requirements
2. Illustrate effective tutoring techniques
3. Obtain a passing evaluation from a cooperative district elementary or middle school teacher

Students As Mentors

Course Description:

Students desiring eligibility for two-year tuition incentive to a community college or technical school, through the A+ Program, must have tutoring/mentoring experience, a minimum of 50 hours. Students are eligible for this tuition incentive if they meet the criteria. This course gives students applying for the tuition incentive the opportunity to obtain tutoring/mentoring skills and to work with identified At-Risk students at district elementary and middle school. Students must be enrolled in A+ and eligible for A+ scholarship to participate in the Students As Mentors class. Course credit is pass/fail. To receive passing credit, students must complete at least 50 hours of service and obtain a passing evaluation from a cooperating teacher. Mandatory training will occur before the beginning of each semester.



COURSE OVERVIEW COURSE: Students as Mentors CREDIT(S): .5 PREREQUISITES: 12 th Grade, A+ eligible	CURRICULUM WRITTEN: Spring 2015 BOARD APPROVAL: REVISED:
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COURSE DESCRIPTION: This is a service program designed to aid at-risk students in grades K-12. Each senior applying will be expected to commit to serving as a tutor/mentor for no less than 50 hours. This course requires a mandatory training session before the semester begins. This course fulfills a requirement for the A+ Financial Incentive Grant.	COMMITTEE MEMBERS: David Jones and Julie Spies
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UNITS IN THIS COURSE		DISTRICT COMMON ASSESSMENTS
UNIT TITLE	UNIT DURATION	
Unit 1: Tutoring in Action	18 weeks	Cooperating Teacher Evaluation
Unit 2: 50 hours of tutoring	18 weeks	Signed time sheet
Unit 3:		
Unit 4:		
Unit 5:		
Unit 6:		
Unit 7:		
Unit 8:		

BOARD APPROVED INSTRUCTIONAL MATERIALS FOR THIS COURSE		
TEXTBOOK INFORMATION		ADDITIONAL INSTRUCTIONAL MATERIALS OR RESOURCES
Photo of Cover	Publisher: N/A Edition: Author: ISBN:	Attached power point slides



CONTENT AREA: Students as Mentors
COURSE: Students as Mentors

UNIT TITLE: Tutoring in Action
UNIT DURATION: 18 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- See Attached power point

BIG IDEA(S):

- Students will apply behavioral management and positive and negative reinforcement ideals to tutoring situations.

ENDURING UNDERSTANDINGS:

- SAM students exhibit ethical values and self-understanding.
- Good communication skills are essential for helping others.

ESSENTIAL QUESTIONS:

- What procedures need to be followed while tutoring?
- What is the purpose of tutoring?
- What is confidentiality and why is it necessary?
- How does the communication process apply to tutoring?
- Why are good listening skills important?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Goal 2, #2	review and revise communications to improve accuracy and clarity	X	
Goal 4, #4	recognize and practice honesty and integrity in academic work and in the workplace	X	

OBJECTIVE # 1	Tutoring in Action		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	- Goal 2, #2 - Goal 4, #4		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
	Positive and negative reinforcement		
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
See attached power point,			
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS		
Psychology and sociology classes	Psychology and Sociology classes		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
- Formative assessment with attached teacher evaluation at parent/teacher conferences to check progress - Summative evaluation at the end of each semester	Formative		
	Summative		
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Teacher/student conference, cooperating teacher conference	Bring students back to redo and re-teach during AIP		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD Student will mentor other mentors who are struggling	STUDENT LEARNING TASK Reteach to struggling mentors	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Keep attending SAM			

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: • The student exhibits no major errors or omissions.	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • Recognizes or recalls specific terminology, such as: ○ Positive and negative reinforcement • Performs basic processes, such as: ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• On attached evaluation, student receives no grade less than a 2 to receive a Passing grade on this standard.
1.5	Receives less than a 2 on any part of the teacher evaluation.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Students as Mentors

UNIT TITLE: 50 Hours of Tutoring

UNIT DURATION: 18 weeks

COURSE: Students as Mentors

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
• See attached power point		• Service to others promotes a community of people helping people.	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
• Life skills are essential for successful, productive citizens		• What problem solving strategies can be applied to tutoring situations?	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Goal 4, #5	develop, monitor and revise plans of action to meet deadlines and accomplish goals	X	

OBJECTIVE # 2	50 Hours of Tutoring		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	Goal 4, #5		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
Teacher instructional activity	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Teacher placement forms	Complete 50 hours of mentoring		
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS		
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
Signed timesheet		summative	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Field trip, AIP to make up hours	Tutoring		
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
Students will continue to attend	Students will continue to attend		

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: • The student exhibits no major errors or omissions.	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • Recognizes or recalls specific terminology, such as: ○ • Performs basic processes, such as: ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Student will have a signed timesheet totaling at least 50 hours to receive a passing grade for this standard.
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	



CONTENT AREA: Students as Mentors
COURSE: Students as Mentors

UNIT TITLE: 50 Hours of Tutoring
UNIT DURATION: 18 weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- See attached power point

BIG IDEA(S):

- Service to others promotes a community of people helping people.

ENDURING UNDERSTANDINGS:

- Life skills are essential for successful, productive citizens

ESSENTIAL QUESTIONS:

- What problem solving strategies can be applied to tutoring situations?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
Goal 4, #5	develop, monitor and revise plans of action to meet deadlines and accomplish goals	X	

OBJECTIVE # 1		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	•	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
•	•	•
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
•	•	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•		
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY They will continue mentoring till they have reached the 50 hour goal.	STUDENT LEARNING TASK Spend after school, AIP time to catch up on hours.	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD They will continue mentoring till the end of the 18 weeks.	STUDENT LEARNING TASK Attend the required days till end of semester.	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: • The student exhibits no major errors or omissions.	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • Recognizes or recalls specific terminology, such as: ○ • Performs basic processes, such as: ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

OBJECTIVE # 2		
REFERENCES/STANDARDS <i>i.e. GLE/CLE/MLS/NGSS</i>	•	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
•	•	•
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	
INTERDISCIPLINARY CONNECTION	PRIOR KNOWLEDGE CONNECTIONS	
•	•	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•		
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
•	•	

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD:		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.	•
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	The student: • The student exhibits no major errors or omissions.	•
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	There are no major errors or omissions regarding the simpler details and processes as the student: • Recognizes or recalls specific terminology, such as: ○ • Performs basic processes, such as: ○ However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	•
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
LND	Even with help, no understanding or skill demonstrated.	

Appendix

SAMS Student Evaluation

STUDENT NAME _____

Please use the following criteria to evaluate your SAMS student as the semester progresses. Feel free to email the SAMS Coordinator, David Jones, at any time with concerns. This final evaluation is due at the end of the semester, but a progress report after six weeks is recommended to let the student and coordinator know how well the SAMS student is meeting expectations.

1=Below Basic 2=Basic 3=Proficient 4=Advanced

ATTITUDES AND BEHAVIORS	1	2	3	4
Listens and follows instructions				
Completes assigned tasks				
Shows initiative				
Uses good judgment				
Respects the principle of confidentiality				
Works well with others				
Projects a positive attitude				
Possesses self-confidence				
Arrives on time				
Is absent in emergencies only and gives advance notice				
Dresses appropriately				
OVERALL PERFORMANCE				

Comments:

Based on the above criteria, I recommend that this student

- ☐ Does receive credit for the SAMS program
- ☐ Does not receive credit for the SAMS program

Thank you for being a part of our Students As Mentors program! We hope that this has been a positive experience for your students. You may return this document directly to the student or campus mail it to David Jones, SAMS Coordinator.

TEACHER SIGNATURE _____

SAMS TIME SHEET

Spring 2015 - SCHS/SCW

STUDENT NAME _____

[illegible]

School codes: Harris (HS), Jefferson (J), Monroe (M), Null (N) St. Charles West (SCW)

Teacher Consent form for a SAM field trip

Date of Field Trip: _____

Block:	Class	Teacher Signature
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1		
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2		
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3		
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4		
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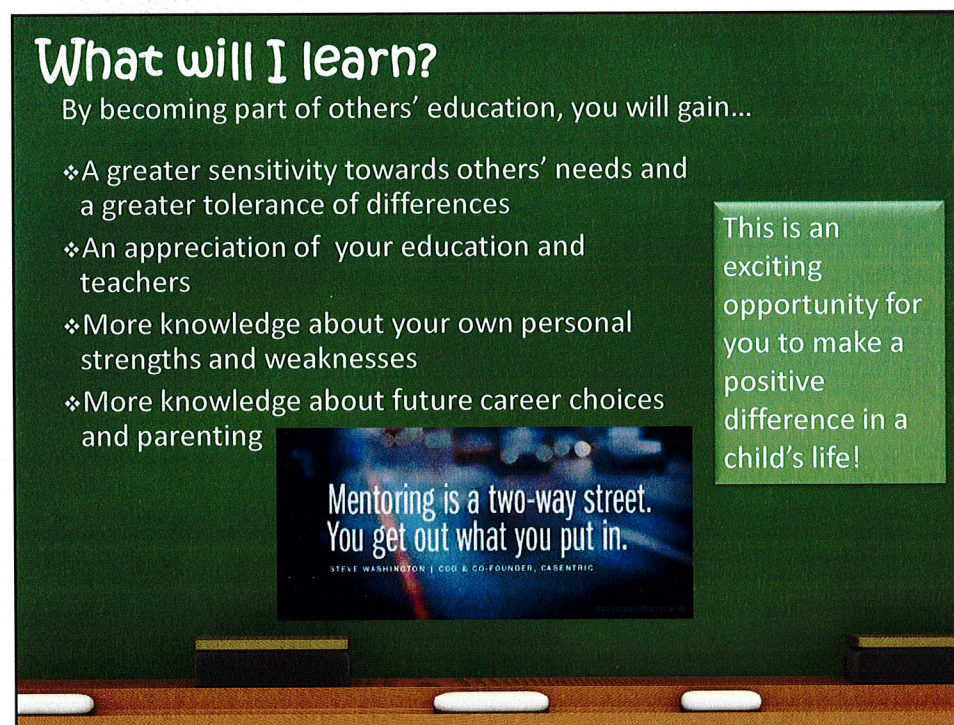
AIP		
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6		
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7		
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8		
---	--	--

9		
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Student Mentor Requirements

- ❖ Provide your own transportation to and from the assigned tutoring site.
- ❖ Adhere to the Code of Conduct and maintain confidentiality about student information.
- ❖ Document your tutoring hours on the time sheet and submit your completed timesheets to the SAMS Coordinator by the end of the semester.
- ❖ Receive a proficient evaluation from your cooperating teacher. An unsatisfactory evaluation will NOT earn credit.



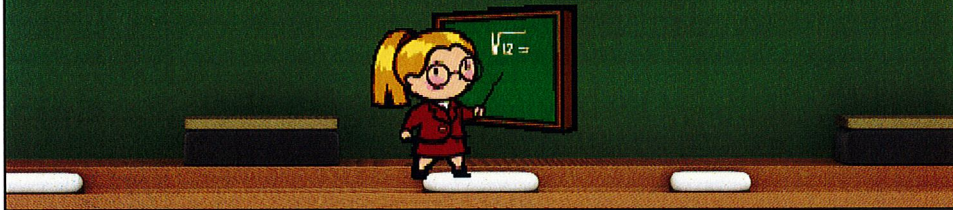
Behavior Expectations

- ❖ Report directly to and from your placement. DO NOT drive to other places or visit other locations at your school or SCW. Truancy (aka skipping) will follow the Code of Conduct with possible removal from the program.
- ❖ DO NOT use your cell phone.
- ❖ DO NOT have physical contact with children.
- ❖ Wear appropriate attire (NO tank tops, short shorts, hats, inappropriate T-shirts, etc).



Behavior Expectations

- ❖ Maintain a positive, professional attitude with your students and teacher.
- ❖ Take initiative for what needs to be done in the classroom. You don't have to wait to be told.
- ❖ Listen to announcements and have a plan for those you may miss such as cancellations etc.
- ❖ Failure to follow procedures will result in your dismissal.



Daily SAMS Procedures



- ❖ Wear your nametag every day for safety.
- ❖ Check in with the attendance secretary at SCW and sign out on the sign out sheet. If you return to SCW during the school day, you must also sign back in.
- ❖ Go to your assigned placement.
- ❖ Buzz in the office of your assigned school and sign in.
- ❖ Keep your time sheet in the office and bring it to your classroom teacher each day.
- ❖ Fill out your timesheet completely and return it to the office.
- ❖ If you are going to be absent, you must also contact your cooperating teacher or school.



Confidentiality and Family Education Rights and Privacy Act



- Student educational records are confidential. As a SAMS student, you have a responsibility to protect the educational information within your knowledge or possession.
- Never discuss the progress of the student with anyone other than the student or teacher. Only assist school employees in finding a student.
- Never use a student's name in a public environment outside of the school setting.
- **MANDATORY REPORTING:** If a student gives you information involving a threat of harm to self or others, report this information to your teacher immediately!



What is a mentor?

"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you"

- Bob Proctor, author, speaker, and success coach



Do you consider these people successful?

Walt Disney

- Fired for lack of imagination and went bankrupt several times

Charles Schultz

- Every cartoon submitted to the yearbook was rejected

The Beatles

- Failed to receive a recording contract because of their "guitar" sound

Albert Einstein

- Did not speak until age 4 or read until age 7; expelled for being "mentally slow"

Babe Ruth

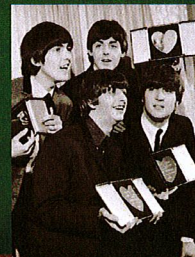
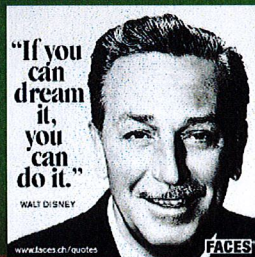
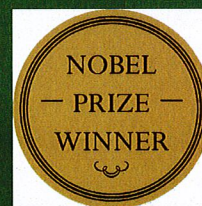
- Struck out 1,330 times

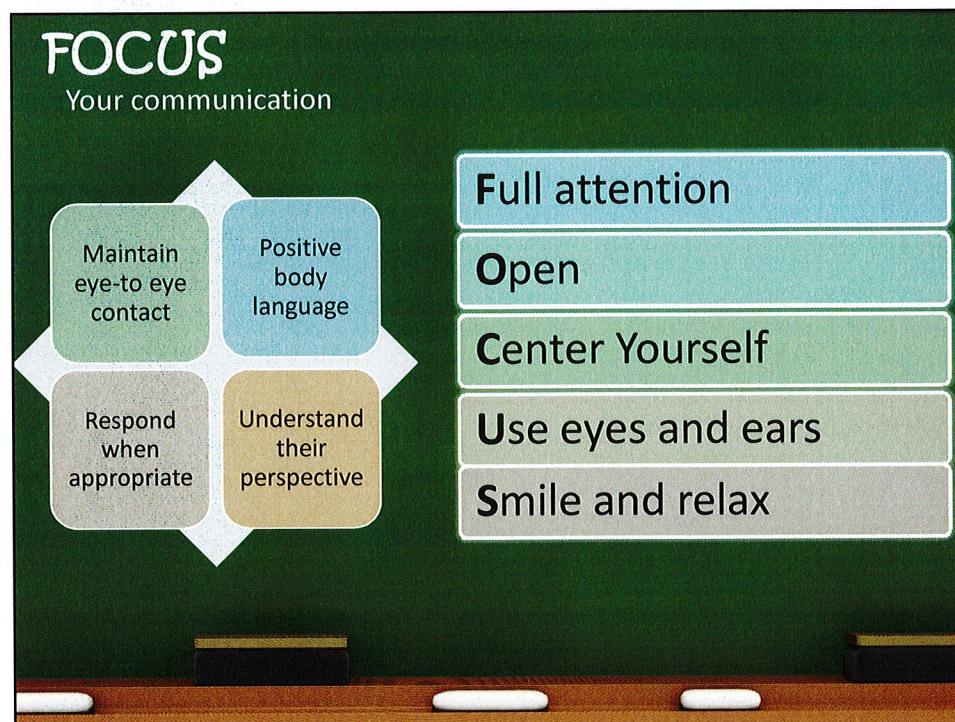
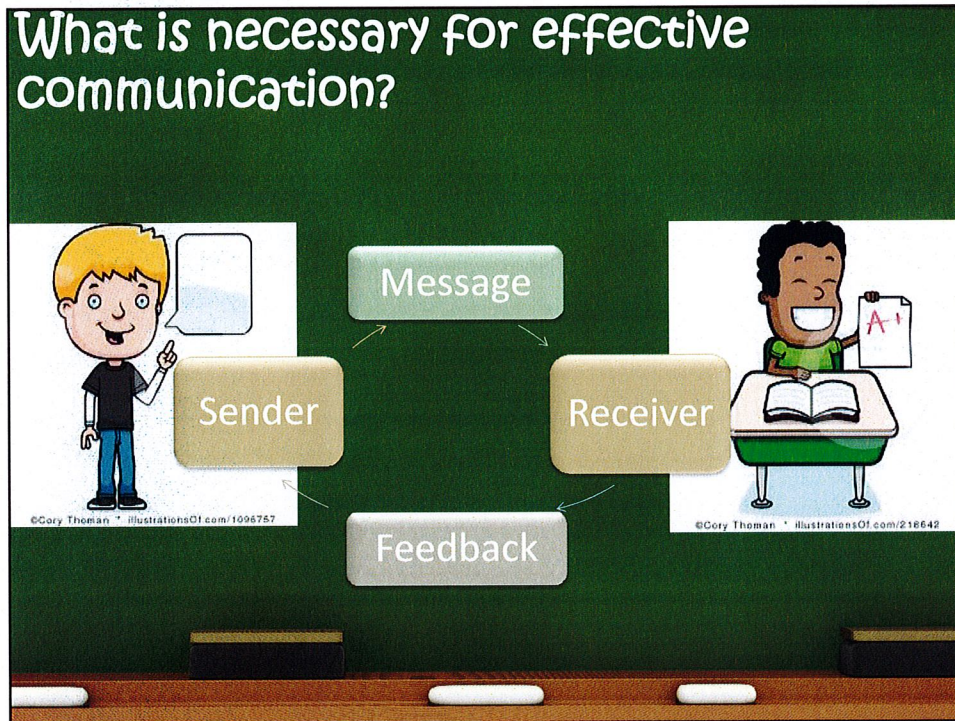
Beethoven

- Wanted compose music but became deaf

What if those people had given up?

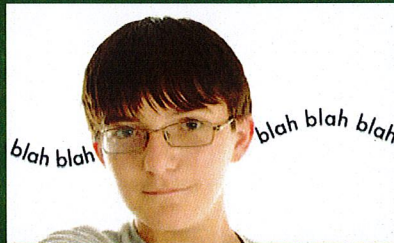
- ❖ Bad experiences can be viewed as positive in hindsight.
- ❖ They can be stepping stones rather than stumbling blocks.
- ❖ It's your choice!
- ❖ Believe in yourself and your tutees!





What happens if you don't FOCUS?

- ❖ Choose a partner
- ❖ Choose one person to talk about what he or she did over break for 30 seconds
- ❖ The listener will NOT FOCUS
- ❖ Wait until I say "Go"
- ❖ Switch roles



Try it again using FOCUS techniques

Let's Discuss...

- ❖ How did not using FOCUS affect your communication?
- ❖ How did using FOCUS affect your communication?
- ❖ What did you notice about being a sender?
- ❖ What did you notice about being a receiver?
- ❖ What can this activity tell us about tutoring?



Key Rules to Listening

FOCUS

- On the person who is speaking
- Careful not to shift the focus to yourself

Avoid interrupting

- Give the speaker respect and acceptance so they will continue to share

Questioning

- Decide when it's best to use closed questions or open questions

What is positive reinforcement?

POSITIVE REINFORCEMENT

- Using praise to reward good behavior as a means of encouraging that behavior



NEGATIVE REINFORCEMENT

- Making a poor or degrading type statement or action designed to eliminate the behavior just exhibited.
- But it usually doesn't eliminate it.



Three Phases of Positive Reinforcement

Rules

Identify specific behavior you want the students to learn or change. This phase consists of forming several rules and repeating them each day.

Ignore

Ignore inappropriate behavior and do not respond with scolding, acting as if the inappropriate behavior did not happen. This phase may be very difficult for you to follow.

Praise

Identify behavior you want to give social approval. This phase consists of the tutor showing approval and praise for appropriate behavior. "Catch the student being good."

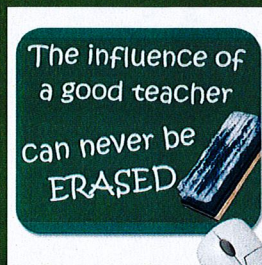
Your turn!



Now that you know how important positive reinforcement is, let's brainstorm 10 ways to praise a child.

What makes a good tutor?

- ❖ Create a list of effective teaching characteristics
- ❖ What can this activity tell us about being a good tutor?



Teacher Evaluation

1=Below Basic 2=Basic 3=Proficient 4=Advanced

ATTITUDES AND BEHAVIORS	1	2	3	4
Listens and follows instructions				
Completes assigned tasks				
Shows initiative				
Uses good judgment				
Respects the principle of confidentiality				
Works well with others				
Projects a positive attitude				
Possesses self-confidence				
Arrives on time				
Is absent in emergencies only and gives advance notice				
Dresses appropriately				
OVERALL PERFORMANCE				

The First Meeting

What do you want to say to introduce yourself?

If the tutee asked why you wanted to be a tutor, what would you say?

What do you want to know about your tutees?

Why is the first meeting important?

How to teach a lesson

- ❖ Be ready with materials and understand the directions.
- ❖ Establish a warm and welcoming atmosphere for learning.
- ❖ Begin with friendly conversation such as “How is your day so far?” or other things your tutee enjoys talking about.
- ❖ Ask about a school subject like “How did you do on your 6’s last week?”
- ❖ Explain the goal or purpose of your tutoring activity.
- ❖ Praise correct answers.
- ❖ Review incorrect answers if possible.
- ❖ Point out progress and improvement!

Mistakes to Avoid

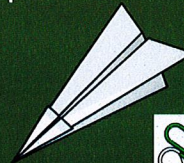
What will happen if you...

- ❖ Don't praise at all
- ❖ Sit or stand too far away
- ❖ Don't give enough wait time
- ❖ Act bored
- ❖ Get impatient
- ❖ Criticize answers
- ❖ Don't make eye contact
- ❖ Don't show enthusiasm
- ❖ Praise everything



Tutor School Activity

- ❖ Choose five "teachers" to teach the five tutor school classes
- ❖ Number off into five groups
- ❖ Teachers choose their own teaching methods and methods of grading during their five minute class
- ❖ Each group of students will rotate through the five classes and receive a grade on their "report card"



What happened?

Discuss the tutor school activity



- ❖ How many students earned a 4.0? Anything below a C?
- ❖ Teachers: what did you notice about your students? What did you notice about teaching?
- ❖ Students: which teaching characteristics seem to make more successful classes? Which teaching characteristics made less successful classes?
- ❖ Relate this experience to tutoring. How can this experience guide your tutoring?

What should I do if my tutee...

Needs to use the RR or get at drink?

Has difficulty focusing on his/her work?

Is mean/rude to other students?

Touches and hugs me?

Knows all of the answers?

Distracts other classmates?

Refuses to listen?

Wants to spend time with me outside of tutoring?

Is crying?

Cheats on his/her work?

Pretends to be sick?

Wants to know about me?

❖ Don't be afraid...you're going to do great things!

"We have more possibilities in each moment than we realize. Choose to step forward and make your dream a reality"

Barbara Bakken

SUCCESS isn't just about what you accomplish in your life, it's about what you inspire **OTHERS** to do.

How to fill out your Time Sheet

Date	Time In	Time Out	Hours	Cumulative Hours	Activity
1/5	12:00	3:00	3 h 0 m	3 h 0 m	Training
1/8	8:55	10:15	1 h 20 m	4 h 20 m	Flashcards

Watch your math!

Round

to the nearest **5 minutes**!!

Keep track of your cumulative hours!

Attendance



Guidelines

- ❖ You are expected to attend SAMS every scheduled day, even if you already have 50 hours of tutoring or you have something else you want to do. The only exceptions are Early Release days.
- ❖ Notify your teacher in advance if you can not make it.
- ❖ You should stay about **1 hour and 20 minutes**. If you stay less than that or miss days, you will not earn 50 hours.
- ❖ Less than 50 hours at the end of the semester=fail. Don't let it happen to you!

Make up Time Options

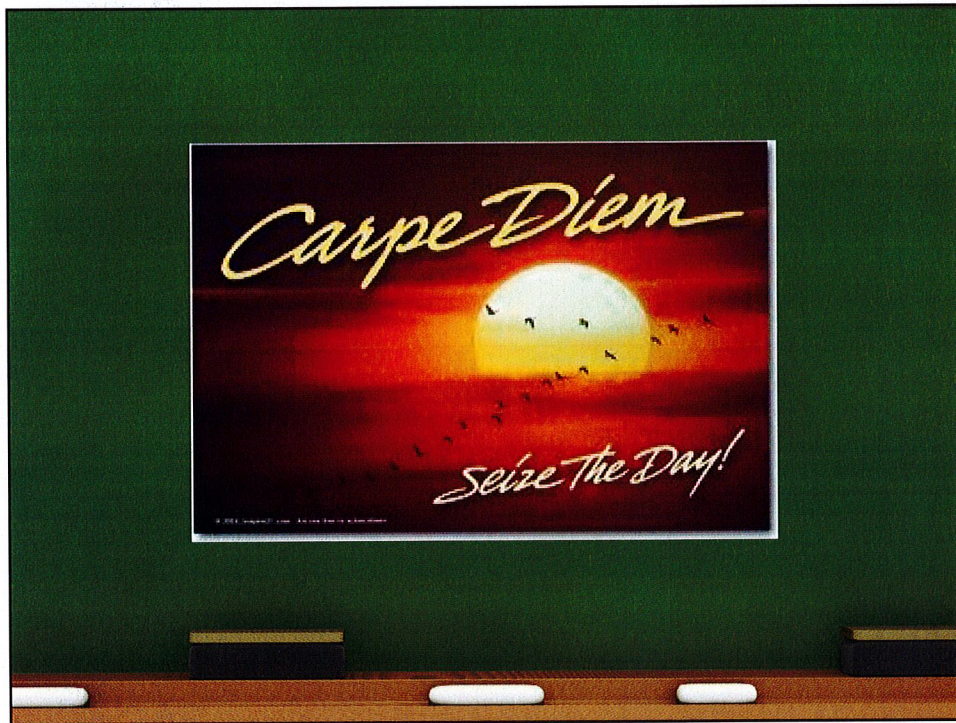
Easy Options

- ❖ 3rd/4th Blocks—can use SOME of AIP. You must still report for attendance.
- ❖ 6th/7th Blocks—can use 1st lunch time
- ❖ 8th/9th Blocks—can stay after 2:20



2nd choice options

- ❖ Go after 2:20
- ❖ Use work release, teacher aid, or academic lab time
- ❖ Use SCW AIP



The State of Missouri's A+ Schools Program



Student Manual

City of St. Charles School District

PURPOSE

In an effort to enhance educational opportunities for high school students, the Missouri State Legislature established the Outstanding Schools Act (OSA) of 1993 which includes the provisions of the A+ School Program. Since being designated as A+ Schools, St. Charles High School and St. Charles West graduates who meet specific A+ criteria are eligible to receive reimbursement for tuition and general fees subject to legislative appropriation to attend any public community college, vocational, or technical school in the state of Missouri.

The purpose of this manual is to provide students, parents, faculty and staff with the guidelines and policies of the A+ Schools Program. It is the responsibility of the City of St. Charles School District to follow these policies and to ensure A+ Schools designation is maintained. Accurate certification of students is crucial to the integrity of the program and A+ School designation. It is the responsibility of the students and parents to read this manual carefully to understand all the guidelines and regulations before signing the Students Participation Agreement.

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St. Charles High and St. Charles West High School have been designated A+ Schools. Qualified students graduating from these high schools will be eligible to receive the following:

Tuition and general fees (subject to legislative appropriation) to attend any public community college, vocational, or technical school in the State of Missouri for two years.

- ◆ The tuition incentives will be available only after the student has made a documented effort to first secure all available post-secondary student financial assistance funds that do not require repayment.
- ◆ The tuition incentives will only be made available to reimburse the unpaid balance of the cost of tuition and general fees after available federal post secondary student financial assistance funds have been applied to those costs.
- ◆ Students will be eligible to receive the above incentive if they maintain a 2.5 GPA in the post-secondary setting.
- ◆ Students must use their A+ tuition reimbursement at a community college or a public vocational/technical school within *forty-eight (48) months* of graduation from the St. Charles School District.
- ◆ Graduates entering into active service to any branch of the armed forces may apply for deferment of scholarship eligibility ensuring they receive 48 months of eligibility at the end of their military service. To apply, please reference the MDHE website.

Student Eligibility

- ◆ To be eligible for the financial incentives of the A+ Schools Program (tuition and general fees), a student must be certified as an A+ student by his/her high school. To qualify, the student must meet the following criteria by graduation day:
- ◆ Enter into a written agreement with his/her high school prior to graduation and have attended an A+ school for at least three consecutive years.
- ◆ Graduate from high school with a cumulative grade point average of 2.5 or higher.
- ◆ Successfully complete the Algebra I EOC with a score of proficient or advanced or a higher level DESE approved end-of-course exam in mathematics.
- ◆ Have at least a 95% attendance record for the four-year period.
- ◆ Perform 50 hours of unpaid tutoring or mentoring of students through Students as Mentors (SAM).
- ◆ Maintain a record of good citizenship and avoidance of the unlawful use of drugs, alcohol and tobacco.

A+ Requirements

STUDENT ENROLLMENT

Students are encouraged to enroll in the program prior to or early in their sophomore year.

- ◆ The student must be enrolled at St. Charles High School or St. Charles West High School and/or another designated A+ high school for 3 consecutive years immediately prior to graduation.
- ◆ If a student withdraws or transfers from the high school after the beginning of their sophomore year, the student will not be considered eligible for the A+ Program **unless the student transfers to another A+ designated high school** in the State of Missouri.
- ◆ An A+ School Agreement (Student Statement of Intent to Participate) must be completed with all appropriate signatures.
- ◆ Anyone registering for and requesting A+ incentives must meet all criteria dating back to the beginning of their freshmen year. This includes students who attended another high school during their freshmen year and transferred to St. Charles High School or St. Charles West High School.
- ◆ Students who are active duty military dependants and students who are dependants of retired military personnel who relocate to Missouri within one year of the date of retirement from active duty are excused from this provision if the student attends a designated A+ school in the school year immediately preceding graduation and has met all other eligibility requirements.

- ◆ In addition to the preceding eligibility requirements The Missouri Department of Higher Education may impose additional requirements prior to the distribution of funds.

GRADE POINT REQUIREMENT

The student must graduate from high school with a minimum cumulative grade point average of 2.5 on a 4.0 scale. The official transcript will document and certify that the grade point requirement has been met.

ALGEBRA I END OF COURSE EXAM

The student must have achieved a score of proficient or advanced on the Algebra I end-of-course exam or a higher level DESE approved end-of-course exam in the area of mathematics. Students who are unable to complete this requirement will be given an opportunity to retake the Algebra I EOC. Students may also substitute a qualifying score on the ACT math subtest or the COMPASS. **Qualifying scores will be set annually by the MDHE.**

GOOD FAITH EFFORT

- ◆ The FAFSA form is available online at www.fafsa.ed.gov. Parents are encouraged to apply as soon as possible after January 1st of the student's senior year. Early graduates must complete the FAFSA for the previous year as well.
- ◆ Tuition incentives will only be awarded to reimburse the unpaid balance of the cost of tuition and general fees after available federal post-secondary student financial assistance funds have been applied to these costs.

ATTENDANCE REQUIREMENT

To be eligible for the A+ School incentive, a student must have a 95% accumulated attendance record during high school. **Students are expected to attend school regularly and to be on time for classes.** Therefore, the student will acquire the habits of punctuality, self-discipline, and responsibility. A student who does not meet the 95% attendance requirement **will not** be eligible for the A+ Financial Incentive. The following attendance guidelines are required of all students participating in the A+ Program:

- ◆ A cumulative attendance record will be kept from the beginning of the A+ student's freshman year until graduation.
- ◆ The high school attendance office keeps the official record of attendance. Students attending Lewis and Clark Career Center have their attendance reported daily and their records maintained in the high school attendance office.
- ◆ Cumulative attendance information from the official school attendance office will be given to the A+ School Coordinator at the beginning of each semester.
- ◆ Parents, guardians, and students will be provided information that includes the student's attendance records at the end of each semester.

Students experiencing a catastrophic medical situation may appeal those days to the A+ Coordinator. On-going treatment due to extended illnesses will be reviewed on an as needed basis. A completed appeal form and doctor's documentation, for validation, is required for the ap-

peal to be considered. Undocumented absences due to illness will not be approved for appeal. See A+ Attendance Appeal Procedure, page 15.

TUTORING/MENTORING REQUIREMENT

To qualify for the A+ Incentive, students must perform 50 hours of unpaid tutoring/mentoring of students. Students seeking the A+ Incentive must meet the following qualifications prior to beginning a tutoring/mentoring experience:

- ◆ Have good citizenship status and a signed A+ participation agreement.
- ◆ Complete SAMs application process.
- ◆ Commit to 50 hours of service by completing the Students as Mentors (SAMs) class.
- ◆ Sign a contractual agreement specifying rules and regulations.
- ◆ Provide own transportation and waive school liability.

**NO FINANCIAL REMUNERATION MAY BE
ACCEPTED FOR TUTORING/MENTORING.**

POLICIES OF THE TUTORING/ MENTORING PROGRAM:

- ◆ Tutoring/mentoring must be school sponsored. The Students as Mentors class (SAM) meets this requirement.
- ◆ **Students must attend a mandatory training session held prior to the beginning of their designated SAMs semester.**
- ◆ An official attendance sheet with tutoring/mentoring hours must be kept by the student and signed by the school official in charge of the student. It must be turned in at the end of the semester in which the tutoring/mentoring takes place.
- ◆ Tutoring/mentoring may be done during the school year or during summer school (when offered.)
- ◆ Scheduled times for tutoring/mentoring are important and absences should occur only in cases of emergency. **Notification of absence must be made to the appropriate supervisors in a timely manner. District Code of Conduct rules regarding skipping and truancy will apply.**
- ◆ Failure to follow the Tutoring/Mentoring procedures may result in dismissal from the A+ Program.

CITIZENSHIP REQUIREMENT

Participation in the A+ School Program is an honor and a unique privilege for St. Charles School District students. Students pursuing the A+ Incentive must maintain a record of good citizenship and avoid the unlawful use of drugs/alcohol.

The A+ Program follows the board approved student code of conduct and appeal procedure for the high school. Any disciplinary action which affects A+ may be appealed. All disciplinary appeals must follow established board policy as stated in the Board Approved Student Code of Conduct

Certification of good citizenship will be based on the official discipline record maintained in the Administrative Offices at the student's high school.

Consequences for infractions of the discipline code are assigned by the assistant principal and that administrator is responsible for certifying the accuracy of the student's discipline.

UNLAWFUL USE OF DRUGS/ALCOHOL/ TOBACCO

An A+ student will not sell, possess, or use any controlled substance or drug paraphernalia as defined by law and stated in the High School Code of Conduct. The use of prescription medicine is allowed under BOE policy and established guidelines. Students and parents are responsible for understanding and following these guidelines.

The district prohibits all employees, students and patrons from smoking or using tobacco products in all district facilities, on district transportation and on all district grounds at all times.

THE FOLLOWING OFFENSES WILL RESULT IN IMMEDIATE REMOVAL FROM THE A+ SCHOOL PROGRAM:

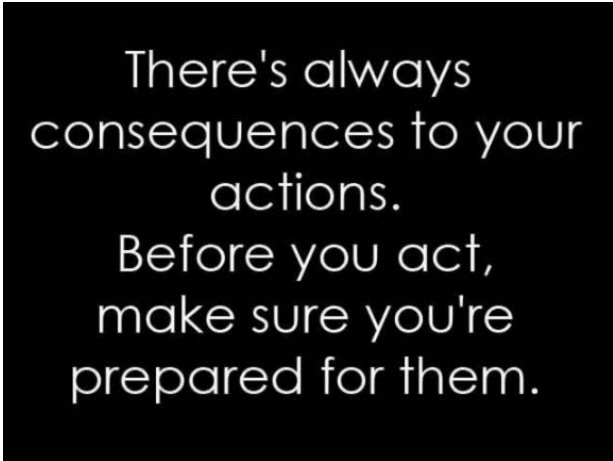
- ◆ Possession, use, sale, or transfer of alcohol, drugs, narcotics or tobacco
- ◆ Possession of drug paraphernalia
- ◆ Criminal Activity as defined by the Safe Schools Act
- ◆ Assault on a student
- ◆ Intimidation of staff
- ◆ Physical threat to staff
- ◆ Vandalism/theft
- ◆ False fire alarm/bomb threats and misuse of emergency equipment
- ◆ Serious sexual misbehavior/exposure
- ◆ Possession of dangerous items
- ◆ Dangerous behavior

PROBATION:

Any disciplinary offense based on the Student Code of Conduct (other than an offense that causes automatic removal from the program) that results in a student receiving either a Saturday Campus, In-School Suspension or Out-of-School Suspension will result in the student being placed on probation.

Disciplinary probation is used with the understanding that even the best student makes mistakes. **Receiving the A+ Incentive is an honor and should be treated as such.**

Students receiving a third disciplinary action resulting in Saturday Campus, In-School Suspension, or Out-of-School Suspension will be removed from the A+ Program.



There's always
consequences to your
actions.
Before you act,
make sure you're
prepared for them.

Receiving A+ Status

MONITORING OF A+ STATUS

Following the end of each semester, students who are participating in the A+ Program will receive a letter reporting their progress in each of the required areas. Any questions or concerns about the information reported should be directed to the A+ Coordinator. (See appeal procedure, page 15).

NOTIFICATION OF A+ STATUS

The A+ Coordinator will review all records of A+ students, and names of eligible students will be submitted to the principal and Guidance Office for official certification upon graduation. A final A+ designation letter will be mailed to all graduates after commencement. Students receiving the A+ designation will have a notation on their official academic transcript.



A+ Appeal Procedure

A student (and/or parent) has the right to appeal when he/she becomes ineligible for the A+ financial incentive. In cases of appeal, the student must notify the A+ Coordinator in writing of his/her intent to appeal. The A+ Coordinator shall then convene an Appeals Committee meeting for consideration of the appeal within ten (10) school days. The Committee shall hear the appeal and return its decision to the student (and parent) within five (5) days of the meeting.

The following outlines the appeal process:

- ♦ Students/parents will have 30 days from the receipt of a progress report or disqualification letter to appeal a decision. Anyone making an appeal must use the “Appeal Form” available in the A+ Office.
- ♦ The basis of the appeal must be submitted in writing through the office of the A+ Coordinator. The students/parents may make the appeal in writing or make a presentation before the A+ Appeals Committee.
- ♦ Upon receiving a written appeal, the A+ Coordinator will convene the A+ Appeals Committee composed of the following:
 - 1) High School Principal
 - 2) A+ Coordinator *
 - 3) Director of Guidance
 - 4) Students As Mentors Teacher
 - 5) Student’s Counselor
 - 6) Disciplinary Principal.

After the A+ Appeals Committee reaches a decision, the A+ Coordinator will notify the student/parent by letter. Any and all appeals will be conducted following policies set by the Board of Education

* The A+ Coordinator will act as facilitator and a nonvoting member of the Appeals Committee.

(For Citizenship Appeals see Page 11)

Ongoing Eligibility

- Students who qualify for A+ financial assistance must enroll full time and attend one of the following eligible institutions:
 1. Public community college.
 2. Public vocational or technical school that has received reimbursement under RSMo 160.545.7 prior to Aug. 28, 2008.
 3. Private vocational or technical school that is a member of the North Central Association, is accredited by the Higher Learning Commission as of July 1, 2008, and maintains such accreditation. The school must also be designated as a 501c3 nonprofit organization under the Internal Revenue Code of 1986.
- Students must maintain a cumulative 2.5 GPA to be eligible for the financial incentive.
- Students must make a good faith effort each year to first secure all available federal financial aid (FAFSA).
- All individuals required to register under the Military Selective Service Act must show proof of registration to be eligible for state-supported scholarships, programs for financial assistance for postsecondary education or loans insured by any state agency.
- A+ eligible students must be a U.S. citizen, permanent resident, or lawfully present in the United States of America.

Reference

Websites:

Missouri Department of Higher Education
dhe.mo.gov

Free Application for Federal Student Aid
(FAFSA)
fafsa.com

Selective Service
sss.gov

Department of Elementary and Secondary
Education for Missouri (DESE)
dese.mo.gov

Phone Numbers:

St. Charles Community College (SCCC)
636-922-8000

SCCC A+ information
636-922-8269

**St. Charles High High School
725 North Kingshighway
St. Charles, MO 63301
(636) 443-4100**

Mr. Jeff Walker, Principal

Jeff Thorne, A+ Coordinator

**St. Charles West High School
3601 Droste Road
St. Charles, MO 63301
(636) 443-4200**

Dr. Kim Fitterling, Principal

Scott Voelkl, A+ Coordinator

**School District of the City of St. Charles
Administrative Offices
400 North Sixth Street
St. Charles, MO 63301
(636) 443-4000**

**Dr. Danielle Tormala
Associate Superintendent-Curriculum**

Goals Of the A+ Program

The A+ Schools Program is dedicated to the following goals:

- ♦ All students will graduate from high school;
- ♦ All students will complete high school studies that are challenging and have identified learning expectations; and
- ♦ All students will proceed from high school graduation to college, post-secondary vocational/technical school or a high wage job with opportunities for workplace skill development/ advancement opportunities.



The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations



The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER