

## **Mathematics Department Goals**

Students will:

1. Be able to use appropriate mathematics vocabulary, symbolism, and notation.
2. Be able to use a variety of problem solving strategies to solve a broad range of problems.
3. Be able to describe mathematical concepts and justify processes and solutions by speaking, writing, drawing diagrams and graphs, and demonstrating with concrete models.
4. Be able to work effectively with a small group of students to solve problems.
5. Be able to use technology as a tool in mathematics.
6. Be able to pass the appropriate End of Course exams in accordance with District graduation requirements.

## **Language Arts Department Goals**

Students will:

1. Apply advanced word recognition and meaning skills to a variety of texts
2. Continue to increase vocabulary across all content areas
3. Read novels of appropriate difficulty and summarize and analyze content
4. Analyze and illustrate the use of all elements of literature
5. Prepare a personal profile using technology to complete/update a personal data sheet and professional folder for post graduate applications.
6. Apply knowledge of self and others gained through literary experiences to successfully interact in society.
7. Demonstrate proficiency in reading technical documents
8. Fill out post-high school applications and scholarship forms accurately
9. Show mastery of organization of essays and research projects
10. Show mastery of voice, word choice and sentence fluency in writing.
11. Develop, write and present a senior project with written and oral components showing mastery in both areas.
12. Develop a well organized research paper which includes: an outline, use of note cards, MLA standards with work cited page.
13. Demonstrate the understanding and mastery of all aspects of the writing process
14. Produce a paper of depth, using a range of writing skills leading to mastery.

The LA department pursues student-achievement goals in accord with district standards for reading, writing and oral language at all grade levels. Students read for

comprehension, learning and pleasure. Students analyze fiction and nonfiction texts as well as conduct research for a variety of projects. Students are taught discussion skills and develop presentations for a variety of audiences. Students write primarily analytical essays, along with research papers, journalism, and a variety of creative writing activities.

To these ends, the department continues to work collaboratively around a set of teaching techniques, common vocabulary, anchor books and norming of assignments. These include:

Teaching techniques: A variety of approaches, including direct instruction, project-based learning, group work and inquiry, independent reading and vocabulary in each class:

Common vocabulary:

- \*\* Jane Schaffer writing terms across all courses
- \*\* Greek and Latin roots in 9 & 10
- \*\* annotation
- \*\* research
- \*\* MLA citations
- \*\* Lit Terms, including: figurative language, metaphor/simile, symbol, personification, alliteration, flashback, pun, foreshadowing, hyperbole, oxymoron, allusion, protagonist, antagonist
- \*\* short story elements
- \*\* propaganda techniques/rhetoric

Anchor books: Through the district alignment, Garfield has adopted four anchor texts each in grades 9 – 11.

Norming of assignments: Our work continues around norming assignments and grading. We are moving toward common assessments and end-of-course exams.

### **World Languages Department Goals**

World Language Teachers are designing and using assessments that test the student's communicative ability in the target language. These assessments include interpersonal and presentational reading, writing, speaking, and listening – not simply vocabulary or grammar recall.

Students will:

- 1) Read with comprehension in target language at the appropriate district-aligned American Council for Teachers of Foreign Languages (ACTFL) level
- 2) Listen with comprehension in target language at the appropriate district-aligned ACTFL level
- 3) Speak presentationally with competency in target language at the appropriate district-aligned ACTFL level
- 4) Speak interpersonally with competency in target language at the appropriate district-aligned ACTFL level
- 5) Write presentationally with competency in target language at the appropriate district-aligned ACTFL level
- 6) Write interpersonally with competency in target language at the appropriate district-aligned ACTFL level
- 7) Compare target culture (products, practices, and perspectives) to that of another culture in detail with thought and respect
- 8) Compare target language to that of another language in detail
- 9) Engage in target language and culture outside of class for personal enjoyment

### **Family and Consumer Science Education Department Goals**

Students will:

1. Integrate multiple life roles and responsibilities in family, work, and community settings.
2. Evaluate the significance of family and its impact on the well-being of individuals and society.
3. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
4. Integrate knowledge, skill, and practices required for careers in food production and services.
5. Demonstrate respectful and caring relationships in family, workplace, and community.
  6. Integrate knowledge, skills, and practices required for careers in Health and Human Services field.
  7. Have opportunities to develop the skills needed for reading with comprehension, writing effectively, and communicating successfully in a variety of ways and settings and with a variety of audiences using technology as a tool.

8. Have opportunities for leadership as leadership skills are integrated in the context of each course.

### **A Family and Consumer Science Education Teacher:**

1. Empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society.
2. Prepares students for the world. Whether the adult world or the world of work, students learn and practice numerous critical and creative skills that will prepare them for their interaction in their home, their community and their workplace. Becoming responsible citizens and leaders in family, community, and work settings.
3. Motivates students in building their communication, time management and organizational skills as it relates to their personal interaction at home, community and work settings.
4. Provides students with opportunities to develop and practice their leadership skills as they become responsible citizens in their family, community and work settings.

### **Science Department Goals**

Students will:

1. Demonstrate proficiency in content standards in physics, biology, chemistry, and environmental science.
2. Investigate, interpret, and defend scientific investigations, conclusions and arguments.
3. Use data, logic, and analytical thinking as investigative tools and to formulate and revise scientific explanations and models using critical thinking and logic.
4. Use technology as a tool in the fields of science.
5. Feel confident in their understanding of science and to recognize how science is important in their lives.
6. Students will get the opportunity to do science in the real world or in real world contexts before leaving high school.
7. All students who desire to will be able to complete four years of science.

### **Social Studies Department Goals**

The Social Studies Department at Garfield is implementing grade level Washington State CBA's (Classroom Based Assessments) and will use the same common cumulative final in each of our AP (Advanced Placement) classes.

Students will:

1. Be able to explain the purposes of government and analyze how its powers are acquired, used, justified, and balanced.
2. Be able to describe and interpret the physical processes that shape places and regions, and to examine and analyze how the contributions of various cultural groups influence society.
3. Engage in oral and written civic discourse to analyze pressing controversial issues and evaluate competing solutions.
4. Be able to group events and timelines by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; be able to compare and contrast cultural perceptions of time.
5. Use maps, table, and graphs to construct solutions to problems involving such things as transportation networks within regions, literacy rates, voting patterns or variations in population density in relation to resources and land use.
6. Be able to explain how conditions and motivations affect the development of foreign policy and evaluates foreign policy decisions and how they affect nations.
  7. Analyze diffusion of both culture and technology over time.
8. Be able to effectively use a social studies text by analyzing and outlining information, critical themes and epochs in history.
  9. Effectively write persuasive essays using documents
  10. Effectively write both a Change Over Time and a Compare and Contrast Persuasive Essay

### **Business and Technology Department Goals**

Students will:

1. Experience opportunities for study of the real world that are directly relevant to them
2. Explore areas with which they are familiar and have some knowledge to contribute
3. Incorporate different verbal and non-verbal learning styles and modes of expression
4. Participate in hands-on experiences to learn a wide range of skills and experience how they can affect the surrounding world
5. To experience opportunities for work based learning
6. Explore the world outside the school and incorporate and integrate all of the resources of the community, human and otherwise, into the process of education
7. Demonstrate technology specific skills and competencies for use in business applications, the academic world, and in the world outside of school.
8. Learn how to use technology responsibly as a decision making tool.
9. Learn how to use the internet as a tool.

10. Develop and apply skills and knowledge needed to live, learn and work in an increasingly diverse, technology-based society.
11. Have opportunities for leadership as leadership skills are integrated in the context of each course.
12. Be assisted with career planning and development, transitions, and post-secondary options.
13. Have opportunities to develop the skills needed for reading with comprehension, writing effectively, and communicating successfully in a variety of ways and settings and with a variety of audiences using technology as a tool.

### **Performing/Visual Arts Department Goals**

Students will:

1. Be able to use an art form (visual arts, music, drama, and/or technology) to communicate ideas and feelings.
2. Understand and apply arts concepts, skills and vocabulary to communicate ideas and solve problems.
3. Be able to use combinations of art forms to communicate in multi-media formats.
4. Recognize the influence of the arts in shaping cultures and history.
5. Be able to use an art form (visual arts, music, drama, and/or technology) to communicate ideas and feelings.
6. Understand and apply arts concepts, skills and vocabulary to communicate ideas and solve problems.
7. Be able to use combinations of art forms to communicate in multi-media formats.
8. Recognize the influence of the arts in shaping cultures and history.

The Visual Arts teachers are:

- Creating lesson plans for every lesson with supporting materials. These plans are posted on the Source as well as being printed out and compiled in a notebook in the classroom for easy access by students. Students use these when they have been absent or are confused and need a visual reminder.
- Teaching all students the use, storage and maintenance of all materials used so that they will use them appropriately and safely. The student s will also consistently put them away correctly.
- Teaching the students to learn to understand and value the artistic process to that craftsmanship shows through in their work. This understanding by the students will be shown by class enrollment and community recognition.

### **Fitness /Health Education Department Goals**

Students will:

1. Be able to demonstrate competency in physical skills and movement needed to play a variety of team and individual lifetime sports.
2. Be able to demonstrate an understanding of health and fitness concepts.
3. Participate regularly in physical activity.
4. Develop lifetime fitness goals to maintain a health-enhancing level of physical fitness.
5. Value participation in physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Physical Education Teachers are designing and implementing lesson plans that incorporate Math and Language Arts Curriculum into Physical Education classes. Our SMART goals are intended to duplicate and reinforce some of the concepts covered in L.A. and Math.

To support cross subject implementation into Health & Fitness curriculum we will integrate math into our classes by having students calculate percentages at least four times per semester.

To support cross subject implementation into Health & Fitness curriculum we will integrate Language Arts into our classes by having students write complete short answer essay responses to presented reflective questions at least four times per semester using the Essay Expectations Rubric employed in the Garfield Language Arts Department.

### **Bilingual/English Language Development Department Goals**

Students will:

1. Achieve proficiency in spoken English language.
2. Use words and/or phrases to participate in discussions of short, illustrated stories and show understanding of vocabulary.
3. Use simple sentences to answer and ask questions and show understanding of new vocabulary.
4. Use graphic features (tables, charts, graphs) to add to meaning of text.
5. Use simple sentences to summarize, to state the main idea with supporting details and to discuss theme/message of a literary or informational text
6. Analyze, interpret, and synthesize information and ideas in literary and informational text.

7. Answer compare/contrast and cause/effect questions citing evidence from grade-level text
8. Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.
9. Continue to increase vocabulary across all content areas.

### **Individualized Education Program Department Goals**

Individualized Education students will:

1. Make progress academically through specially designed instruction in the areas where they qualify for Special Education.
2. Experience high school in the least restrictive environment, in both core academic and elective classes, as allowed by their Individual Education Plan, with the goal of every student graduating on time and meeting the general requirements for a Washington State High School Diploma.
3. Establish goals and plans in order to ensure they are ready for higher education, careers, and citizenship.

The staff at Garfield is actively involved in the ongoing development and revision of their curriculum, based on identified student needs. The written curriculum for each subject area prescribes content, integrates relevant school-wide learning experiences, outlines course-specific learning goals, and suggests instructional strategies and assessment techniques. Curriculum content at Garfield engages students in inquiry, problem-solving, and higher order thinking, and provides opportunities for authentic application of both knowledge and skills,