Equivalency Credit Toolkit 3.2

An Implementation Guide for Local School Districts

June 2010

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Equivalency Credit Toolkit 3.2

An Implementation Guide for Local School Districts

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Acknowledgements

Student achievement is best served when students receive content aligned to clear, consistent and rigorous standards; have curriculum that is relevant to them; and form supportive relationships with caring adults. Quality Career and Technical Education (CTE) programs provide the rigor, relevance and relationships students need to achieve; however, the ability of quality CTE programs to deliver academic and technical content is often overlooked. The legislature recognized the need to create clear and articulated crosswalks between traditional academic courses and CTE courses.

In 2007, the legislature established the CTE Curriculum Advisory Committee, a task force representing CTE Directors, the Office of Superintendent of Public Instruction (OSPI), legislators and members of the Workforce Training and Education Coordinating Board (WTECB). Among their charges was to support districts in implementing policies and procedures which establish core academic credit equivalencies for Career and Technical Education courses in accordance with state statutory requirements. This toolkit is a product of their work.

Members of the committee were as follows:

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Dave Rudy, Sedro-Woolley School District
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Lisa White, Spokane School District
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John Aultman, OSPI
Wes Pruitt, WTECB
Eleni Papadakis, WTECB
Skip Priest, Representative
Timm Ormsby, Representative
Steve Hobbs, Senator

A special thanks to Mark Madison of Edmonds School District for his research and other efforts in the production of this guide.

Purpose and Organization of the Toolkit

This toolkit is designed to serve as a resource for school districts initiating and implementing policies and procedures for establishing core academic credit equivalencies for Career and Technical Education (CTE) courses in accordance with Washington State law. The toolkit is intentionally structured to be used as a training guide for district teams to be used by district teams to promote common understandings and facilitate equivalency implementation work. To this end, the toolkit has been organized as follows:

Foundations

The first two sections are devoted to helping deepen understanding of the critical issues and principles that form the foundation upon which the equivalency delivery system is built. These fundamental understandings include current trends impacting career and technical education programs, the importance of and need for CTE equivalencies at this point in time, and the legal statutory requirements for districts with regard to CTE equivalency implementation and practice.

Key Elements

The sections that follow these foundations are organized into five essential elements needed for an effective CTE Equivalency delivery system and the district level. These five key elements are:

1. Developing a School Board Policy
2. Defining Equivalency Standards and Evidence
3. Developing Equivalency Procedures
4. Developing Transcripting Procedures
5. Clarifying the High Qualified Teacher Requirement and CTE Equivalencies

As teams proceed through the each of foundation and essential element sections of the toolkit, guiding questions and tasks are provided at the end of each section to help teams deepen their understanding, assess their progress, discuss questions, and develop concrete action steps to facilitate implementation of an equivalency delivery system in their district.

Appendix

A wealth of materials, resources, and forms to deepen understanding, address questions, assist with implementation of the essential elements are provided in the large Appendix section of the toolkit.

Finally, it is important that we begin by defining the term “equivalency” as it is used in this toolkit. For purposes of this tookit, a CTE Equivalency means:

“A CTE course or sequence of CTE courses that satisfy one or more academic subject areas, including subject area courses required for graduation. Full or partial academic credit is earned for a CTE equivalency course or sequence of CTE courses.”

Foundation 1: Understanding the Need for Equivalencies

The Diminishing of Elective Space

Increasingly, CTE Directors are reporting that it is becoming more and more difficult for students to access CTE programs of study and to maintain these programs in their schools. Many CTE programs which once thrived are slowly disappearing or struggling to maintain needed enrollment. As one director put it, "Despite our best efforts, the past several years have seen an erosion of elective and CTE options for students in our district. While some may hope for expansion of their CTE programs, we're simply trying to survive."

It was never intended to be this way. An analysis of our existing state minimum graduation requirements reveals the value placed on elective space. As illustrated in Figure 1, while non-CTE credits comprise the largest percentage of graduation requirements, elective space was provided a significant portion of space in the overall scope of requirements. **The importance of elective space cannot be overstated, as it is within this space where CTE programs grow and students have access to education pathways and programs that meet their needs and long-term interests.**

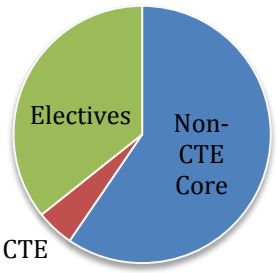


Figure 1 - Existing State Minimum Graduation Requirements

Most, if not all school districts choose to exceed the state minimum requirements with additional graduation requirements of their own, particularly in non-CTE subjects. Because of the significant problem of student failure rates in core subjects, these additional requirements exacerbate the problem of students losing elective space to retrieve missing credit. Compounding this problem is the common practice of removing struggling students out of their elective space to take double periods of English and/or Math as an interveniton driven by our state's assessment requirements. As illustrated in Figure 2, the impact of these practices and additional requirements is much less actual elective space available for students and programs.

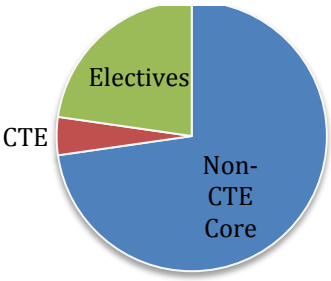


Figure 2 - District Adjustment to Graduation Requirements

Finally, an increasing practice and philosophy is having an even greater impact on the erosion of elective space and CTE programs. Driven by a belief that <u>all</u> students should graduate prepared for 4-year college entrance, regardless of their preference, some districts are adopting the Higher Education Coordinating Board's College Admission Distribution Requirements (CADRs) as their minimum requirements for high school graduation. As illustrated in Figure 3, this practice results in a significant loss of elective space due to the greater increase in non-CTE core requirements and a correlating increase in credit retrieval needs and space for failing students.

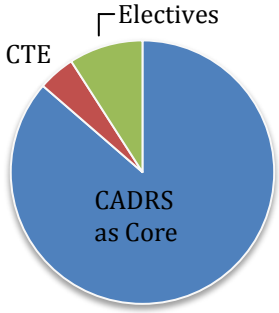


Figure 3 - Graduation Requirements with CADRS as CORE

Given these trends of increased district requirement in core subjects, student failure rates, credit retrieval needs, and intervention strategies which pull students out of elective space in their schedules, it is easy to understand the reports from CTE directors regarding the erosion of elective options and CTE programs. The erosion of elective space restricts the capacity for programs to grow and survie, resulting in the need to eliminate programs and options for students. **If CTE program options are going to grow and become available for <u>all</u> students, support is needed to allow CTE programs to expand within the non-elective space reserved for the non-CTE core.**

CTE Course Titles and Higher Education Admissions

Compounding the problem of the erosion of elective space is the dilemma being created for CTE students from higher education and their treatment of CTE courses. While districts may determine certain CTE courses as equivalent to academic core courses which satisfy both graduation and college admission requirements, the acceptance of these CTE equivalencies for core requirements is not often shared by 4-year college and university admissions departments. To illustrate this practice, let's contrast the experiences of two friends at Ross High School who are both interested in careers in the Allied Health field and have equally strong academic histories:

> *In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny excels and earns a "A" for the course, which is listed on his transcript as Health Occupations. Johnny later applies to a local university which reviews his transcript as part its application process. After reviewing Johnny's transcript, the local university notifies Johnny that Health Occupations is not an approved college admissions lab science course and as such his application is denied.*

> *In pursuit of her interests, Jenny takes Anatomy and Physiology, a full-year science course recognized by her district as meeting both district graduation and college admissions lab science requirements. Jenny excels and earns a "A" for the course, which is listed on her transcript as Anatomy and Physiology. Jenny later applies to the same local university as her friend Johnny which reviews her transcript as part its application process. After reviewing Jenny's transcript, the local university notifies Jenny that Anatomy and Physiology is approved as a college admissions lab science course and as such her application is accepted.*

The frustrating but all too real truth of this story is this: Regardless of the fact that both students had the same rigorous content and experiences in their respective courses, *it was the title of the course on the transcript, not the content, that was the determining factor in the admissions decisions*.

This emphasis on academic course titles and general perceptions of CTE courses not meeting college admission requirements can be seen in both our Higher Education Coordinating Board's CADR descriptions and the National Collegiate Athletic Association (NCAA) definitions of approved university admissions coursework. Links to both of these agencies can be found in the Appendix P at at the end of this toolkit.

As a consequence, many students are counseled away from taking CTE courses in lieu of traditional academic courses whose titles are recognized by college admissions departments. The net result is the formation of a two-track system where university-bound students seeking to build a competitive transcript find themselves conflicted and unable to pursue rigoruous CTE programs of study. **If CTE program options are going to grow and become available for all students, support is needed to allow all students to pursue academically rigorous CTE courses and overcome the constraints placed on transcript course titles by higher education admission departments.**

Team Reflection and Planning

1. What changes have you seen in recent years with regard to graduation requirements and "elective space" within your school and district?
2. Have you observed a reduction in CTE enrollment and programs in your district and, if so, to what do you attribute these reductions?
3. In what ways have university admission requirements and perceptions impacted student choices and your CTE programs?

Foundation 2: Understanding Legal Requirements

As presented in the previous section, the loss of elective space combined with the practices of university admission departments regarding CTE courses have had a significant impact on student access to CTE programs. As a result, it became clear that for CTE program options to grow and remain a viable opportunity for all students in our existing educational environment, the following were needed:

1. Support to allow CTE programs to expand within the non-elective space reserved for the non-CTE core.
2. Support which allows all students to pursue academically rigorous CTE courses and overcome the course title and transcript constraints created by the perceptions and practices of higher education admission departments.

Fortunately, these concerns did not go unnoticed in Olympia where legislators drafted and passed legislation which created statutory requirements addressing the aforementioned needs. These requirements are found in *Appendix A: RCW28A.230.097* of this toolkit and are described in detail below.

The Requirements of RCW28A.230.097, Subsection 1

Subsection 1 of this statute addresses the need to allow and facilitate growth of CTE programs in the realm of non-CTE areas through creation of course equivalencies in each school district:

> *(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students at the high school. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.*

As a result of this section of the statute, all school districts in the state of Washington are now required to:

1. Adopt district-approved course equivalencies for high school Career and Technical Education courses.
2. Develop school board policy and procedures for determining and approving course equivalencies.

The Requirements of RCW28A.230.097, Subsection 2

Subsection 2 of this statute addresses the need for all students to be able to pursue academically rigorous CTE courses by providing a viable remedy to the constraints placed on transcript course titles by higher education admissions practices.

> *(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. [2006 c 114 § 2.]*

According to the language of this section of the statute, the remedy exists when students are enrolled in what we will call "course specific CTE equivalencies" where a CTE course is determined by the district to be equivalent to a *specific academic core course which can be transcripted*. This remedy is explained in *Appendix B* by Dan Newell, Assistant Superintendent for Secondary Education at OSPI, through the following example:

Suppose that a local district determines that Health Occupations, a CTE course, is determined to be fully equivalent to Anatomy and Physiology, a lab science course meeting district core requirements. Students taking this course would be provided the following options regarding assignment of earned credits and transcription:

1. *Students can elect to take Health Occupations as a science equivalent course, and have Anatomy and Physiology rather than Health Occupations transcripted as the course taken.*
2. *Students can elect to take Health Occupations as an Occupational Education course and have Health Occupations transcripted as the course taken.*
3. *Students can elect to take Health Occupations as an Elective course and have Health Occupations transcripted as the course taken.*

Dan Newell further specifies that if a student selects to have the core academic course listed on the transcript, and that course satisfies the Higher Education Coordinating Board College Academic Distribution Requirements (CADRs), it will be represented as such on the student's transcript with a "B" designation.

To understand the significance of this requirement, contrast the difference in outcomes for our earlier student, Johnny, when this rule is applied to his situation:

Without RCW28A.230.097
In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny excels and earns a "A" for the course, which is listed on his transcript as Health Occupations. Johnny later applies to a local university which reviews his transcript as part its application process. After reviewing Johnny's transcript, the local university notifies Johnny that Health Occupations is not an approved college admissions lab science course and as such his application is denied.

With RCW28A.230.097
In pursuit of his interests, Johnny takes Health Occupations, a full-year CTE course recognized by his district to be fully equivalent to Anatomy and Physiology, a full-year lab science course meeting district graduation and college admissions lab science requirements. Johnny chooses to take the course for science credit, earns a "A" for the course, and has Anatomy and Physiology posted on his transcript. Johnny later applies to a local university which reviews his transcript as part its application process. After reviewing Johnny's transcript, the local university notifies Johnny that Anatomy and Physiology is approved as a college admissions lab science course and as such his application is accepted

In short, as a result of this subsection of the statute, all school districts in the state of Washington are now required to abide by the following rule with regard to transcription of CTE course-specific equivalencies:

If a district determines that an equivalency exists between a CTE course and a specific core academic course, then the student is now provided:

1. Choice as to whether or not the credits earned from the CTE course should be applied to Occupational Education or the core academic area for which the equivalency exists, and
2. Choice as to whether the CTE course code and title or the equivalent academic core course code and title is posted on the transcript.

The Requirements of RCW28A.230.097 – Bringing it all together

In summary as a result of RCW28A.230.097, all school districts are now required to:

1. Adopt district-approved course equivalencies for high school Career and Technical Education courses.
2. Develop school board policy and procedures for approving course equivalencies.
3. Provide students the following options if they are enrolled in a CTE course which the district has determined as equivalent to a specific core academic course which can be transcripted:
    a. Choice as to whether or not the credits earned from the CTE course should be applied to Occupational Education or the core academic area for which the equivalency exists, and
    b. Choice as to whether the CTE course code and title or the equivalent academic core course code and title is posted on the transcript.

The remainder of this toolkit will focus on helping you develop procedures and policies to effectively fulfill each these requirements in your district.

Team Reflection and Planning

1. What current or potential equivalencies in your district do you believe would qualify for the transcription option provided in subsection 2? What would be an example of an equivalency where subsection 2 might not apply?
2. On a scale between 1 (low) and 5(high), to what extent does your district leadership understand and practice the requirements of this statute?
3. What specific actions are needed to make sure that the requirements of this statute are understood and applied correctly within in your district?

Key Element 1: Developing Your School Board Policy

Developing a sound school board equivalency policy is an important first step in aligning your district to the requirements of RCW28A.230.097 and moving forward toward an effective equivalency delivery system. The Washington State School Director's Association (WSSDA) drafted model policy language to assist school districts in developing their own board policy regarding course equivalencies for career and technical education courses. The following represents a Model School Policy reflecting the WSSDA policy language as well as statutory requirements for CTE equivalencies:

Equivalency Credit With Career and Technical Education Courses

Each school district shall adopt core academic course equivalencies for high school CTE courses, provided that the course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee. The district team shall include the respective school administrator(s), the CTE administrator, an instructor from the core academic subject area, an instructor from the appropriate CTE course, a school counselor and a representative from the curriculum department.

CTE courses approved for equivalency must meet the following criteria:

1. *Align with the state's essential academic learning requirements and grade level expectations; and*
2. *Align with current industry standards, as evidenced in the curriculum frameworks.*

The local CTE Advisory Committee shall certify that courses meet industry standards. Non-CTE courses approved for occupational education credit must, at a minimum, align with the definition of an exploratory course as proposed or adopted in the Career and Technical Education Program Standards of the Office of Superintendent of Public Instruction.

Career and technical courses determined by the school district to be equivalent to academic core courses, in full or in part, shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate.

A copy of this *Model Board Policy* with reference to state statutes can be found in *Appendix C* in this toolkit

Team Reflection and Planning

1. On a scale between 1 (low) and 5(high), to what extent does your district have a board equivalency policy in place which includes elements of the Model Board Policy above?
2. If you do not have a policy, how would you use this model policy to help develop one? Would you change any of the language and, if so, what would you change and why?
3. A key feature of your board policy and equivalency procedures is a district equivalency team to evaluate and make decisions about equivalency requests. As a group, discuss and define who should comprise this team for your district.
4. What specific actions are needed to make sure that a board equivalency policy is developed and adopted for you district?

Key Element 2: Defining Equivalency Standards and Evidence

To make equivalency implementation work, it is essential that districts are clear about the standards and evidence that will be used to evaluate and determine equivalencies by the district's equivalency team. For the purposes of this toolkit and the sections that follow, the following are the required standards and evidence used for equivalency determination:

Required Standards for Equivalency

- The standards within the CTE course are aligned to standards defined for the non-CTE course or subject area for which the equivalency area is sought.
- The standards for the the non-CTE course or subject area are integrated throughout the scope of the CTE course(s) being considered for equivalency.

Required Evidence for Equivalency

- Evidence of the required standards for equivalency are provided through the curriculum framework and course assessments for the CTE course seeking equivalency credit.

In this toolkit, subject areas and their standards for equivalency are organized into **four categories**:

1. High School Proficiency Exam (HSPE) Preparation Course Equivalency Standards

These course equivalency standards are aligned to the subject area standards actually measured by the High School Proficiency Exam (HSPE) and Collection of Evidence (COE) alternative. Core academic courses in this category are those designed to prepare students for the state assessment or provide remediation to those who fail to meet standard in one or more areas of the state assessment on their initial attempts. These subject areas include English, Algebra, Geometry, Life Science, Physical Science, and Earth Science.

To be considered as an equivalency for one of these HSPE Preparation areas, a CTE course needs to align to only to those standards measured by the HSPE or COE as listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought. Equivalency Request Forms for each of these subject areas can be found in *Appendix L* of this toolkit.

2. Post- High School Proficiency Exam (HSPE) Course Equivalency Standards

These course equivalency standards are aligned to the College Readiness Standards for advanced courses in English, Mathematics, and Science. Unlike courses in HSPE Preparation equivalencies, these Post-HSPE courses are not designed to prepare students for the state assessment or serve as remedial courses for students who have failed one or more areas on their initial attempt at the state assessment. These courses include upper-level offerings in English, Mathematics, and Science.

To be considered as an equivalency for one of these Post-HSPE subject areas, a CTE course needs to align to only to those College Readiness Standards standards listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought. Equivalency Request Forms for each of these subject areas can be found in *Appendix M* of this toolkit.

3. Classroom-Based Assessment (CBA) and Classroom-Based Performance Assessment (CBPA) Course Equivalency Standards

These equivalency standards are aligned to standards measured by state defined Classroom-Based Assessments (CBA's) or Classroom-Based Performance Assessments (CBPA's) through which students demonstrate mastery of required standards for subject areas not measured by the High School Proficiency Exam (HSPE). These subject areas which utilize CBA's and CBPA's for assessment include Art, Social Studies and Health and Fitness.

To be considered as an equivalency for one of CBA or CBPA subject areas, a CTE course needs align to the standards of one CBA or CBPA listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought and integrate the one CBA or CBPA in the course. A locally developed CBA or CBPA equivalency may be used if approved by the district. Equivalency Request Forms for each of these subject areas can be found in *Appendix N* of this toolkit.

4. Other Equivalency Subject Area Standards

These subject areas have standards not measured by the High School Proficiency Exam, Classroom-Based Assessments, or Classroom-Based Performance Assessments. These subjects include Year-Two Fitness and Occupational Education. The Equivalency Request Forms and standards for these subjects are located in *Appendix O* of this toolkit.

Team Reflection and Planning

Review the Recommended CTE Equivalency Courses Appendix K.

1. Do you have any of these courses in your district that you believe have potential for a core subject equivalency?
2. Are there other courses not on this list you are also considering? If so, what core academic areas are you looking at?

Review the Equivalency Request Forms and standards in Appendix L, M, N, and O.

1. In light of these forms and the evidence requirements, what implications do you see for how your CTE curriculum frameworks and assessments are developed? How do you see this looking in your district?
2. On a scale between 1 (low) and 5 (high), to what extent does your district have understanding and agreement on standards and evidence for equivalencies?
3. What specific actions are needed to make sure that your district has understanding and agrrement on standards and evidence for equivalencies?

Key Element 3: Developing Equivalency Procedures

After creating your school board policy and identifying the standards and evidence you will use to make your equivalency decisions, it is time to develop a clear process for making equivalencies happen. Without an effective process for determining CTE equivalencies, equivalencies will likely remain only an abstract concept hidden way in your school board policy.

In short, a clear and effective equivalency process addresses the following questions:

1. Who evaluates and approves equivalency requests?
2. How and when are equivalency requests submitted?
3. How and when are equivalency requests evaluated and decisions made?
4. If a request is initially denied, is there an opportunity to resubmit a request and, if so, when?
5. If a request is approved, how and when are students informed?

Team Reflection and Planning

Review the Model Equivalency Procedures and Flow Chart in Appendix D.

1. How would these procedures work in your district? What modifications would you make to have it be a better fit for your district needs?
2. As a team, draft your own flow chart of equivalency procedures that would work best for your district.
3. On a scale between 1 (low) and 5 (high), to what extent does your district have established and effective procedures for evaluating and determining equivalencies?
4. What specific actions are needed to make sure that your district establishes effective procedures for evaluating and determining equivalencies?

Key Element 4: Developing Transcription Procedures

Equally important to effective procedures for determining CTE equivalencies is developing a well thought out process for transcripting CTE equivalencies and assigning these credits to meet non-CTE graduation requirements. It is this process that makes equivalencies work for students. It is also frequently the element of greatest challenge for districts in their implementation work.

While it is tempting to jump right in to the technical details of implementation, it is important to first gain an understanding of some important fundamental principles which will help shape your thinking and the eventual process you develop.

Principle 1: Transcription and assignment of equivalency courses and credits to meet core subject requirements is a function of your Student Information Management System

Because it is impossible for one person to personally manage every student's distribution of credits, fulfillment of graduation requirements, and transcription of courses, districts employ the use of specially designed Student Information Management database systems to accomplish these tasks. In simple terms, Student Information Management Systems (SIMS) are designed to:

1. Receive specific academic information for each student (courses taken and their assigned properties including credits and subject areas),
2. Evaluate this information against a set of established subject area and credit requirements for the student (Graduation Requirements),
3. Assign courses taken and credits earned to subject areas based on course properties and subject area credit needs of the student,
4. Generate a record of the course titles and credits earned for each student over the course of his/her high school experience (Transcript)

Understanding how SIMS work and the options you have in manipulating course properties will greatly help in creating a transcription process that works for you and your students. For a comprehensive overview of the Student Information Management System and the logic of how it functions in relation to transcription and assignment of credits, go to *Appendix E: Student Information Management Systems (SIMS).*

Principle 2: Approaches to transcription and assignment of equivalency course and credits to meet core subject requirements are influenced by different types of equivalencies.

In general, there exist two types of CTE course equivalencies as described below. It is not uncommon for districts to have both types of equivalencies contained within their list of CTE equivalency courses, and each requires unique approaches to how these courses are offered, how credit is assigned, and what is transcripted.

<u>Course Specific CTE Equivalencies</u>
This type of equivalency exists when CTE courses are determined to be equivalent to specific academic core courses whose titles may be transcripted. Examples might include Pre-Engineering equivalent to Physical Science or Physics 1-2, Applied Economics to Social Studies 12, Accounting to Algebra 1, Technical Writing to English 12, or Health Occupations to Anatomy and Physiology. It is this type of CTE course equivalencies that is addressed in RCW28A.230.097. Approaches for this type of equivalency can be found in *Appendix F: Working with Course Specific Equivalencies.*

<u>Subject Specific CTE Equivalencies</u>
This second type of equivalency exists when CTE courses are determined to be equivalent to specific academic core subject areas as opposed to specific core courses. These equivalencies often serve to

provide broad capacity for credit retrieval or apply in subject areas and situations where the transcription of the CTE course title is preferred or is not seen as problematic. Examples of this type of equivalency might include Video Productions as equivalent to Art, Fire Service Technology to Physical Education, Publishing to English, and Horticulture to Science. Approaches for this type of equivalency can be found in *Appendix G: Working with Subject Specific Equivalencies*.

Team Reflection and Planning

As a district team, discuss the following:

Review Appendix E: Student Information Management Systems (SIMS).

1. How do the principles explained in this section correspond to your district's Student Information Management System? Who could best answer that question?

Review Appendix F: Working With Course Specific Equivalencies

1. How would you accomplish these approaches using your district's Student Information Management System?
2. What CTE courses in your district do you see as fitting the category of a course specific equivalency?

Review Appendix G: Working With Subject Specific Equivalencies

1. How would you accomplish these approaches using your district's Student Information Management System?
2. What CTE courses in your district do you see as fitting the category of a subject specific equivalency?

District Evaluation of Transcription Procedures

1. On a scale between 1 (low) and 5 (high), to what extent does your district have established procedures for effectively transcriptiong equivalencies?
2. What specific actions are needed to take to make sure that your district establishes procedures for effectively transcripting equivalencies?

Key Element 5: Clarifying Highly Qualifed and Equivalencies

A question that arises quite often is whether or not CTE courses can be considered equivalent to core academic courses and subjects if the CTE instructor does not meet the No Child Left Behind (NCLB) Highly Qualified Teacher requirements for the core academic area. As provided in *Appendix H* of this toolkit, Mary Jo Johnson, Director of Title II Part A at OSPI, has published a memorandum providing interpretation and guidance to the CTE equivalency and NCLB Highly Qualified teacher questions being raised by those in the field. The following is a summary of Mary Jo Johnson's response to these questions:

Are CTE teachers required to meet the NCLB highly qualified teacher requirements when teaching a CTE course that is treated as equivalent to a core academic subject area?

CTE teachers are not required to meet NCLB highly qualified when teaching CTE courses. This is true even when those courses are considered equivalent to core academic subjects, so long as the following conditions are met:

1. The district provides core academic subject classes in addition to the CTE equivalency classes which can be used for the core academic credit, and
2. Students are not required to take the CTE equivalency class in order to receive credit in the core academic area.

What would be an example of a situation when a CTE teacher would need to meet the Highly Qualified Teacher required?

A student is enrolled in a small school or academy in which Health Occupations is determined to be equivalent to Life Science and is the only course offered and available to students to meet their Life Science requirement. In this situation, condition 1 and 2 above are not met and as such the exemption from the highly qualified teacher requirement no longer exists.

Team Reflection and Planning

Review Appendix H: Understanding the Highly Qualified Question.

1. What would be an example of when a CTE instructor teaching an equivalency course would be exempt from the NCLB highly qualified requirement?
2. What would be an example of when a CTE instructor teaching an equivalency course would not be exempt from the NCLB highly qualified requirement?
3. On a scale between 1 (low) to 5 (high), how well do key leaders and decision makers in your district understand and practice the highly qualified question as it relates to CTE equivalencies?
4. What specific steps do you need to take to make sure that the answer to the highly qualified question is understood and practiced correctly by key leaders and decision makers in your district?

Appendix A: RCW 28A.230.097 – CTE Equivalency Law

RCW 28A.230.097

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students at the high school. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. [2006 c 114 § 2.]

Notes:

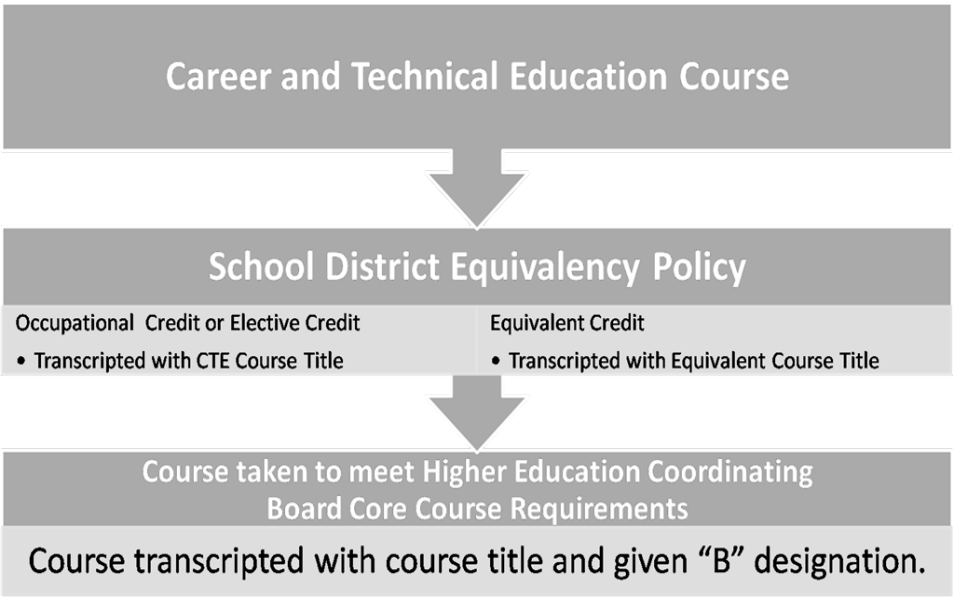
Finding -- Intent -- 2006 c 114: "(1) The legislature finds that Washington's performance-based education system should seek to provide fundamental academic knowledge and skills for all students, and to provide the opportunity for students to acquire knowledge and skills likely to contribute to their own economic well-being and that of their families and communities.

(2) The legislature recognizes that career and technical options are available for students.

(3) High schools or school districts should take advantage of their opportunity to offer course credits, including credits toward graduation requirements, for knowledge and skills in fundamental academic content areas that students gain in career and technical education courses.

(4) Therefore the legislature intends to create a rigorous and high quality career and technical high school alternative assessment that assures students meet state standards, and also reflects nationally recognized standards for the knowledge and skills needed to pursue employment and careers in technical fields." [2006 c 114 § 1.]

Appendix B: Understanding RCW 28A.230.097, Subsection 2



Example:

- Health Occupations is determined by the local district to be equivalent to Anatomy and Physiology (lab science).
- Student elects to take course as equivalent to Anatomy and Physiology (lab science).
  - Course is transcripted as Anatomy and Physiology (lab science)
- Student elects to take course as an Occupational Education.
  - Course is transcripted as Health Occupations.
- Student elects to take course as an elective course.
  - Course is transcripted as Health Occupations.

NOTE: Any course noted with a "B" designation indicates that the course satisfies the Higher Education Coordinating Board College Academic Distribution Requirements (CADR).

WAC 392-415-070 "Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation."

RCW 28A.230.097 Career and technical high school course equivalencies.

1. Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students at the high school. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure.
2. Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate.

For additional information:

Dan Newell
Assistant Superintendent
Secondary Education
(360) 725-4954

Appendix C: Model School Board Equivalency Policy

Equivalency Credit With Career and Technical Education Courses
Each school district shall adopt core academic course equivalencies for high school CTE courses, provided that the course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee. The district team shall include the respective school administrator(s), the CTE administrator, an instructor from the core academic subject area, an instructor from the appropriate CTE course, a school counselor and a representative from the curriculum department.

CTE courses approved for equivalency must meet the following criteria:
1. Align with the state's essential academic learning requirements and grade level expectations; and
2. Align with current industry standards, as evidenced in the curriculum frameworks.

The local CTE Advisory Committee shall certify that courses meet industry standards. Non-CTE courses approved for occupational education credit must, at a minimum, align with the definition of an exploratory course as proposed or adopted in the Career and Technical Education Program Standards of the Office of Superintendent of Public Instruction.

Career and technical courses determined by the school district to be equivalent to academic core courses, in full or in part, shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate.

Cross References:

Policy 2410 High School Graduation Requirements

Legal References:

WAC 392-410 Courses of Study and Equivalencies

WAC 180-51 High School Graduation Requirements

RCW 28A.230.097 Career and Technical High School Course Equivalencies

RCW 28A.230.120 High School Diplomas — Issuance — Option to Receive Final Transcripts — Notice

Appendix D: Model Equivalency Procedures and Flowchart

The following written equivalency procedures and flowchart address the key questions of an effective equivalency procedure, and are designed to serve as a model which may be modified to best support individual district needs.

The Equivalency Committee

The Equivalency Committee will be responsible for evaluating and making decisions regarding course equivalencies for Career and Technical Education and core academic courses, and will be comprised of:

- Director of Secondary Education
- Director of Career and Technical Education
- Director of Curriculum
- Principal or Assistant Principal
- High School Counselor
- Content Specialist(s) (will vary)

Procedures and Timeline for Submitting an Initial Course Equivalency Request

1. Teacher(s) and department head will submit the appropriate completed Equivalency Request Form from the OSPI Equivalency Toolkit along with their course Curriculum Framework, sample assessments, and other supporting documents to their building principal for signature and comments.
2. The building principal will submit the requests and required materials to the Equivalency Committee in either the fall or spring according to specified deadlines. The fall submission deadline is October 31st. The spring deadline is June 15th.
3. Teachers should submit their requests and required materials to their department heads and building principals at least one week prior to the specified deadlines to allow time for review prior to submission to the Equivalency Committee.

Procedures and Timeline for Evaluating Requests and Determining Course Equivalencies

1. The Equivalency Committee will convene during the first week of November and last week of June to review submitted equivalency requests.
2. For all equivalency requests, the Equivalency Committee will:
   a. Review the course curriculum framework to determine if required standards for equivalency from the appropriate Equivalency Request Form in Appendix B are evident throughout the course.
   b. Review the course assessments to determine if students are demonstrating the required standards for equivalency from the appropriate Equivalency Request Form in Appendix B.
3. The committee will make determinations on fall submissions by November 9th and June 30th for submissions made in the spring. The committee will make one of the following decisions during the Initial Evaluation regarding the equivalency request:
   a. Meets Standard for Equivalency – the course meets the standards required for equivalency and will be listed as an equivalency in the course guide for the following school year.
   b. Does Not Meet Standard for Equivalency – the course does not adequately meet the standards required for equivalency. Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again.

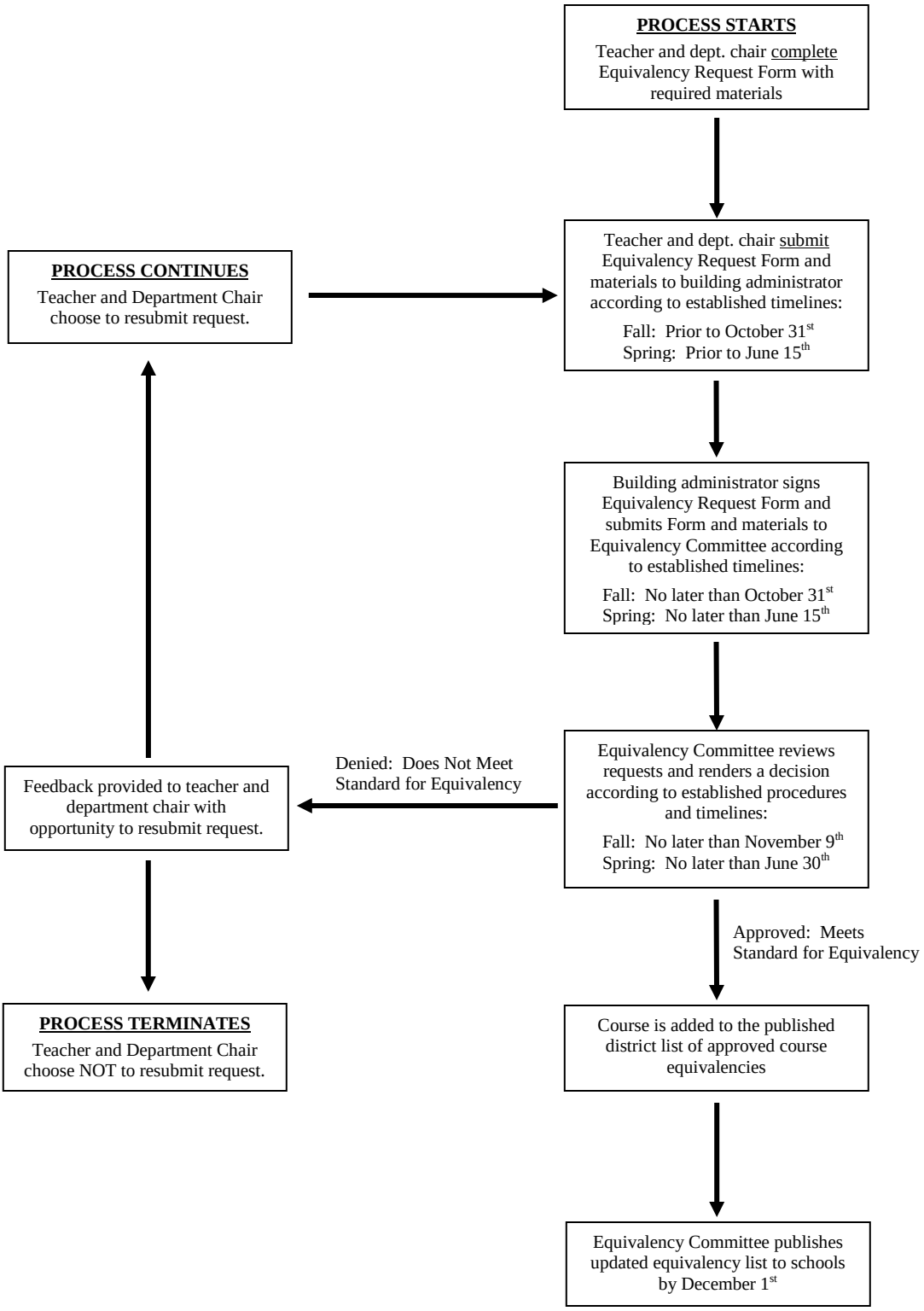
Procedures and Timeline for Resubmitting a denied Equivalency Request

1. If an equivalency request is denied upon initial review, a teacher may address identified gaps and resubmit their request by the next scheduled deadline – either October 31st or June 15th.
2. The resubmission of an equivalency request will follow the same procedural requirements as an initial equivalency request outlined in these procedures.

Publishing District Approved Equivalencies

1. The Equivalency Committee will annually publish a list of approved course equivalencies no later than **December 1st** of the school year for inclusion in each high school's course catalog.
2. Additions to the published equivalency list will apply to all students the following school year.
3. Deletion of equivalencies from the existing equivalency list will apply only to the following year's freshman students. Students who will be sophomores, juniors and seniors that following year will be allowed to use the previously published equivalencies.

Model Equivalency Procedures Flowchart



Appendix E: Student Information Management System (SIMS)

The following information and suggestions are gleaned from use of the SKYWARD Student Information Management Database System used by many school districts across the state. While not all districts use the SKYWARD system, the database design principles shared below are likely applicable to many other systems to some degree. It is important to investigate how these principles can be applied to these other systems.

Making equivalencies and transcription work with SIMS requires a basic understanding of a few important database design concepts and properties that influence how these systems function.

Understanding Course Properties

From a SIMS perspective, a course is simply a single database record with specific assigned properties. For our discussions regarding transcription and assigning of credit, these properties include a course code, course title, earned credits, CIP Code, and Graduation Requirements Met.

Course Code: A unique identifier for each course, usually with a 3 letter and 3 number prefix such as MAT123. Districts typically establish protocols for which codes are used for which subject areas and courses. Course codes are included on student schedules, report cards, and transcripts along with their associated course title.

Course Title: The title of the course that will appear on the student's schedule, report card, and high school transcript.

Earned Credits*:* The total amount of credit a student may earn for a course and which apply toward the total amount of credits required for graduation. In a semester system, a 1-semester course for 1-period a day is equal to .5 credits.

CIP Code*:* A property used to identify CTE funded courses by assignment of a CIP Code number which aligns the course to an approved OSPI CTE program. For non-CTE courses, no CIP Code number is assigned.

Graduation Requirements Met: The required subject area(s) for graduation which are satisfied by a course and where the earned credits are applied. All courses are assigned at least one subject area in this property..

Understanding Graduation Requirement Settings and Tracking

Student Information Management Systems are designed to evaluate student academic data (courses taken, credits earned, and subject areas met) against a set of established graduation requirements (subject area requirements and associated credits). At a minimum, all schools will have the following required subjects and credits assigned to their SIMS set of Graduation Requirements. See OSPI Graduation Requirements: http://www.k12.wa.us/GraduationRequirements/default.aspx

Subject Area	Credits Required
Arts	1.0
English	3.0
Social Studies	2.5
Math	2.0
Science	2.0
Health/Fitness	2.0
Occupational Education	1.0
Electives	5.5
Total Credits	**19**

Students typically begin high school with no credits earned in any of these subject areas (although some students earn high school credits while in middle school). From the perspective of the Student Information Management System, each of these required credit areas are viewed as a set of empty "credit buckets" that need to be filled to the total credit amount required. As a student progresses through high school, the SIMS tracks when these "credit buckets" become full or need continued filling based on the specific distribution of credits the student has earned over time in the various subject areas.

Understanding How Earned Credits are Assigned to Grad Requirements

When a student earns a grade for a course, the SIMS looks to assigns the earned credit from the course into one of the subject area "credit buckets" by looking at the subject area(s) assigned to the Graduation Requirements Met property of the course.

To illustrate this process, let's assume that a student has completed IAR100 Photography, a .5 credit CTE class with the following subject areas assigned to its Graduation Requirement Met property:

Primary subject area: *Occupational Education*
Secondary subject area: *Elective*

To assign the earned credit, the SIMS will first try and assign the earned credit to Occupational Education by determining if the Occupational Education "credit bucket" has .5 credits unmet based on the students academic history. If so, then the .5 IAR100 Photography earned credit will be assigned to the Occupational Education requirement. If, however, the Occupational Education "credit bucket" is already filled to its credit capacity, the SIMS will then assign the credit to the secondary area – Elective.

The Graduation Requirements Met property can go beyond two options if it is determined to be equivalent to other subject areas. For example, assume that IAR100 Photography is viewed as equivalent to Art. In this scenario, the Graduation Requirements property could look like this:

Primary subject area: *Occupational Education*
Secondary subject area: *Art*
Third subject area: *Elective*

In this configuration, the SIMS will first try and assign the earned credit to Occupational Education by determining if the Occupational Education "credit bucket" has .5 credit unmet. If so, then the .5 IAR100 Photography earned credit will be assigned to the Occupational Education requirement. If, the Occupational Education "credit bucket" is already filled to its credit capacity, the SIMS will then try to assign the earned credit to the secondary area – in this case Arts. If the Arts "credit bucket" is also full, the earned credit will be assigned to Elective. These settings can also be moved around so that Art is primary and filled first before Occupational Education.

While the SIMS can be manipulated in how it assigns earned credit for a course, it will always keep the course code and title the same regardless of where the credit is assigned. Consequently, the SIMS will always transcript the course code and title of the courses in which the student is enrolled.

Important Points to Remember

In summary, there are three important points to remember with regard to SIMS, transcription and assigning earned credit to different subject areas:

1. The SIMS <u>always</u> assigns course credit to specific subject requirements based on properties assigned to the each course. By changing these properties, you can change how the SIMS treats your courses.
2. The SIMS will <u>always</u> look to place the Primary subject area first, Secondary second, etc.
3. The SIMS will <u>always</u> transcript the course code and title of courses in which the student is enrolled.

Appendix F: Working With Course Specific CTE Equivalencies

The statutory requirement of RCW 28A.230.097 directing districts to provide students choice in assignment of earned credits and transcription of course titles for course specific CTE equivalencies creates a level of complexity which requires careful thought and planning to implement effectively. We will begin by reviewing the three principles of Student Information Management Systems (SIMS) from the previous section which relate to procedures for setting course properties and transcripting equivalencies.

1. The SIMS always assigns course credit to specific subject requirements based on properties assigned to the each course. By changing these properties, you can change how the SIMS treats your courses.
2. The SIMS will always look to place the Primary subject area first, Secondary area second, etc.
3. The SIMS will always transcript the course code and title of courses in which the student is enrolled.

With these principles in mind, we are now ready to look at strategies for implementing full-credit and partial-credit course specific equivalencies. As required by RCW 28A.230.097, these approaches must allow for students to be able to elect how their earned credit will be assigned and whether the CTE course code and title or the equivalent academic core course code and title is posted on their transcript.

Full-Credit Course Specific Equivalencies

Scenario:

A school district has determined that VOC200 Health Occupations, a 1.0 credit CTE course, is fully equivalent to SCI300 Anatomy and Physiology, a 1.0 credit science course recognized as meeting the district's lab science requirement as well as college admission requirements.

Approach:

At the time of registration, students can choose from the following options for the Health Occupations course:

1. Students can choose to take the Health Occupations course for 1.0 Occupational Education credit and have Health Occupations listed on their transcript, or
2. Students can choose to take the Health Occupations course for 1.0 Science credit and have Anatomy and Physiology listed on their transcript.

SIMS Setup:

To make this work, you will need to create a new "Anatomy and Physiology" course with a different course code than that used as the traditional science course. This new course will have the Health Occupations CIP Code attached to it and will serve as the course option used for students electing to take the Health Occupations for science credit and have Anatomy and Physiology listed on the transcript. As a result, two choices will exist for the Health Occupations course. The following is an example of what these two course offerings might look like:

VOC200 Health Occupations
Earned Credit: 1.0 credit
Primary subject area: Occupational Education
Secondary subject area: Elective
CIP Code: Health Occupations

SCI310 Anatomy and Physiology
Earned Credit: 1.0 credit
Primary subject area: Science
Secondary subject area: Elective
CIP Code: Health Occupations

Student Registration and Course Selection:

In their registration materials, students would be presented with both options for the Health Occupations course. At the time of course selection, students would need to decide which credit they will want to earn and select the appropriate course code and course title based on that decision. To avoid confusion

and extra work by registrars and counselors, this selection should take place prior to the beginning of the course so it is reflected correctly on the student's schedule and grades throughout the grading period. Upon completion of the course, the credit will be applied to the graduation requirement area and appropriate course title transcripted in congruence with the interests of the student based on his/her course selection.

Advantages of this Approach:

- Students have the choice where to have credit assigned and which course to have listed on their transcript.
- Assignment of credits to the desired graduation requirements and transcription of desired course will occur automatically based on the properties defined for each course.
- The academic course title rather than the CTE course title will be listed on the transcript for those who desire that option.

Challenges of this Approach:

- Separate course codes will need to be created for each course specific equivalency course.
- Teachers will need to maintain two class lists and gradebooks for the same class section – one for those enrolled for Occupational Education credit and one for those enrolled for the equivalency credit.
- The CTE course title will not be listed on the transcript for students selecting the equivalency credit option.

Partial-Credit Course Specific Equivalencies

Scenario:

A school district has determined that VOC200 Health Occupations, a 1.0 credit CTE course, is equivalent to .5 credit of SCI300 Anatomy and Physiology, a 1.0 credit science course recognized as meeting the district's lab science requirement as well as college admission requirements.

Approach:

At the time of registration, students can choose from the following options for the Health Occupations course:

1. Students can choose to take the Health Occupations course for 1.0 Occupational Education credit and have Health Occupations listed on their transcript, or
2. Students can choose to take the Health Occupations course for .5 Occupational Education credit and .5 Science credit and have both Health Occupations and Anatomy Physiology listed on their transcript.

SIMS Setup:

To make this work, you will need to create two new courses: a 1-semester Health Occupations course and 1-semester Anatomy and Physiology course which will be linked together to form a full-year, 1.0 credit offering. Both new courses will have a Health Occupations CIP Code attached to them and will serve as the course options used for students electing to take the Health Occupations for .5 Occupational Education credit and .5 Science credit while having both course listed on their transcript. As a result, two choices will exist for the Health Occupations course. The following is an example of what these two choices might look like:

VOC200 Health Occupations
Earned Credit: 1.0 credit
Primary subject area: Occupational Education
Secondary subject area: Elective
CIP Code: Health Occupations

VOC210 Health Occupations/SCI315 Anatomy and Physiology
Earned Credit: 1.0 total credit (.5 for each course)
Primary subject area: 50% Occupational Education, 50% Science
Secondary subject area: Elective
CIP Code: Health Occupations

Student Registration and Course Selection:

In their registration materials, students would be presented with both options for the Health Occupations course. At the time of course selection, students would need to decide which credit they will want to earn and select the appropriate course code and course title based on that decision. To avoid confusion and extra work by registrars and counselors, this selection should take place prior to the beginning of the course so it is reflected correctly on the student's schedule and grades throughout the grading period. Upon completion of the course, the credit will be applied to the graduation requirement area(s) and appropriate course title(s) transcripted in congruence with the interests of the student based on his/her course selection.

Advantages of this Approach:

- Students have the choice where to have credit(s) assigned and which course(s) to have listed on their transcript.
- Assignment of credits to the desired graduation requirements and transcription of desired course(s) will occur automatically based on the properties defined for each course.
- Both the academic course title and the CTE course title will be listed on the transcript for those who desire that option.

Challenges of this Approach:

- Separate course codes will need to be created for each course specific equivalency course.
- Teachers will need to maintain two class lists and gradebooks for the same class section – one for those enrolled for Occupational Education credit and one for those enrolled for the equivalency credit.

Appendix G: Working with Subject Specific CTE Equivalencies

The statutory requirement of RCW 28A.230.097 directing districts to provide students choice in assignment of earned credits and transcription of course titles for course specific CTE equivalencies creates a level of complexity which requires careful thought and planning to implement effectively. We will begin by reviewing the three principles of Student Information Management Systems (SIMS) from the previous section which relate to procedures for setting course properties and transcripting equivalencies.

1. The SIMS always assigns course credit to specific subject requirements based on properties assigned to the each course. By changing these properties, you can change how the SIMS treats your courses.
2. The SIMS will always look to place the Primary subject area first, Secondary area second, etc.
3. The SIMS will always transcript the course code and title of courses in which the student is enrolled.

With these principles in mind, we are now ready to look at strategies for implementing full-credit and partial-credit subject specific equivalencies. .

Full-Credit Subject Specific Equivalencies

Scenario:

A school district has determined that VOC300 Architectural Drafting, a 1.0 credit CTE course, is fully equivalent to Art and fulfills 1.0 credit of the district's Arts graduation requirement.

Approach 1: Student Chooses How Credit is Assigned

At the time of registration, students have only two course choices for Architectural Drafting - one course option for Occupational Education credit only, the other course option for Arts credit only. These courses will satisfy either 1.0 credit of Art or 1.0 credit of Occupational Education depending on which course the student selects. Architectural Drafting will be listed on the student's transcript.

SIMS Setup:

To make this work, you will need to create a second Architectural Drafting course which grants only Art credit in addition to your existing VOC300 Architectural Drafting course. You will need to set the Graduation Requirement Met property in both courses according the subject area requirements met by each. Here is what this might look like:

VOC300 Architectural Drafting	VOC310 Architectural Drafting
CIP Code: Architectural Drafting	*CIP Code: Architectural Drafting*
Earned Credit: 1.0 credit	*Earned Credit: 1.0 credit*
Primary subject area: Occupational Education	*Primary subject area: Arts*
Secondary subject area: Elective	*Secondary subject area: Elective*

Student Registration and Course Selection:

In their registration materials, students would be presented with both VOC300 Architectural Drafting and VOC310 Architectural Drafting and would be required to choose one of the two courses.

Advantages of this Approach:

- Students have complete choice over how their credit is assigned.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges of this Approach:

- Requires the creation of a second course code and title.
- Requires teachers to maintain two class lists and grade books for the same class.

Approach 2: SIMS Determines the Assignment of Credit

At the time of registration, students have only one course choice for Architectural Drafting - VOC300 Architectural Drafting. This course will satisfy 1.0 credit of Art, 1.0 credit of Occupational Education, or 1.0 credit of Elective depending on the SIMS determination of each student's particular graduation requirement needs. VOC300 Architectural Drafting will be listed on the student's transcript.

SIMS Setup:

To make this work, you do not need to create any new course codes or titles. What you will need to decide is in what particular order you want the SIMS to look to assign earn credits to graduation requirements. As mentioned ealier, this is determined by how you set up the Graduation Requirements Met property for the VOC 300 Architectural Drafting course.

For instance, if you wish to have the SIMS first look to assign the earned credits from your course to Occupational Education and then, only if Occupational Education is full, assign the credits to the Arts, your course setup would look like this:

VOC300 Architectural Drafting
CIP Code: Architectural Drafting
Earned Credit: 1.0 credit
Primary subject area: Occupational Education
Secondary subject area: Arts
Third subject Area: Elective

You might however want to approach this differently. For example, you could have the SIMS seek to fill the Arts requirement first and then, only if the Arts is already full, assign the credits to Occupational Education or electives. The following would be your course setup for this revised approach:

VOC300 Architectural Drafting
CIP Code: Architectural Drafting
Earned Credit: 1.0 credit
Primary subject area: Arts
Secondary subject area: Occupational Education
Third subject Area: Elective

Student Registration and Course Selection:

In their registration materials, students would be presented with VOC300 Architectural Drafting as their only option for this course.

Advantages of this Approach:

- There is no need to create additional courses as was the case with course specific equivalencies.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges or Limitations of this Approach:

- Eliminates student choice by having the SIMS make determinations of assigned credit based on course properties and student needs.

Partial-Credit Subject Specific Equivalencies

Scenario:

A school district has determined that VOC300 Architectural Drafting, a 1.0 credit CTE course, is partially equivalent to Art and fulfills .5 credit of the district's Arts graduation requirement.

Approach:

At the time of registration, students have only one course choice for Architectural Drafting - VOC300 Architectural Drafting. This course will satisfy a 1.0 credit by splitting the credit between .5 credit of Art, .5 credit Occupational Education, and/or .5 credit Elective depending on the SIMS determination of each student's particular graduation requirement needs. VOC300 Architectural Drafting will be listed on the student's transcript.

SIMS Setup:

To make this work, you do not need to create any new course codes or titles. You will simply need to set up the Graduation Requirements Met property for the VOC 300 Architectural Drafting course to split the credit between Occupational Education, Art, and/or Elective. Here is how this setup would likely look:

VOC300 Architectural Drafting
CIP Code: Architectural Drafting
Earned Credit: 1.0 credit
Primary subject area: 50% Occupational Education, 50% Arts
Secondary subject area: Elective

Student Registration and Course Selection:

In their registration materials, students would be presented with VOC300 Architectural Drafting as their only option for this course.

Advantages of this Approach:

- There is no need to create additional courses as was the case with course specific equivalencies.
- Assignment of earned credits to specific subject areas occurs automatically based on the Graduation Requirements Met property of the course and the graduation requirement needs of each student.
- The CTE course title will be listed on the transcript for all students.

Challenges or Limitations of this Approach:

- Eliminates student choice by having the SIMS make determinations of assigned credit based on course properties and student needs.

Appendix H: Highly Qualifed Teachers and CTE Equivalencies

Hiqhly Qualifed Teacher for NCLB and CTE Equivalency Credit

"…OSPI has left the decision up to a school district to identify CTE and core academic classes as they relate to meeting highly qualified teacher requirements. Also, CTE teachers are not required to meet NCLB highly qualified teacher requirements when teaching CTE classes, and there are multiple considerations when identifying a class as CTE for these purposes.

One area that we consider when talking to school district staff, about the identification of classes as CTE has to do with the number of class offerings in the subject area related to the cross crediting opportunity. Questions specific to this area include:

1. Does the district provide core academic subject area classes in addition to the CTE classes that can be used for cross crediting?
2. Do students have to take a CTE class in order to receive a credit in the core academic subject area by means of cross crediting?

If the answer to question 1 is yes, then I would see no problem with identifying the potential CTE class as a CTE class. However, if the answer was no, then I would be inclined to believe that the core academic subject offering is the CTE class and the teacher would have to meet HQT requirements – because of that reason.

The same thinking applies to question 2 – but the language is stated in a different format. …"

Mary Jo Johnson
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Special Programs and Federal Accountability
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Appendix I: OSPI CTE Exploratory Course Standards

All students enrolled in Career and Technical Education exploratory courses will:	**Characteristics of all Career and Technical Education Exploratory courses include:**
1. Demonstrate the application of Essential Academic Learning Requirements and Grade Level Expectations in the context of preparing for living, learning and working.	1.1 Application and contextualization of the related Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) including skills needed to meet state assessments.
2. Demonstrate foundational and occupational specific skills required to meet current industry defined standards.	2.1 Current industry defined standards, as evidenced in the curriculum frameworks, endorsed by local program specific advisory committees, and approved by the CTE program supervisors at OSPI. 2.2 Curriculum related to balancing family, career, and community roles and responsibilities. 2.3 Extended learning into the community. Extended learning is managed and supervised by certified CTE teachers. 2.4 Certified CTE teachers with appropriate certification, knowledge, skills and occupational experience. 2.4a After initial certification and five years of teaching, certified CTE teachers should gain additional experience in one or more of the jobs or careers in their teaching area. This experience should take place every five years. 2.5 Safe and appropriate environments that support CTE program standards. 2.5a Laboratories and equipment are appropriate to and support the OSPI approved curriculum framework and industry training procedures. 2.5b Facilities and equipment meet or exceed the related federal, state and county safety standards. 2.5c Learning and training stations are of sufficient quantity to assure safe and appropriate supervision, delivery of instruction and student skill development. 2.6 Curriculum is based on identified needs and is developed and maintained in consultation with program specific advisory committees.
3. Demonstrate knowledge of career options within the related pathway.	3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related pathway. 3.1a These learning experiences include exploration of traditional and nontraditional careers in the pathway ranging from entry to professional level positions.
4. Demonstrate leadership skills and employability skills.	4.1 Leadership skill development for all students as a required and integral component. 4.1a These leadership skills are identified in the Washington State CTE Core Leadership Skills document. 4.1b These leadership skills are integrated in the approved curriculum framework and applied in real-world family, community, and business and industry applications. 4.1c These skills are practiced at the highest professional level through aligned Washington State recognized Career and Technical Student Organizations (CTSO) programs and activities. 4.2 State defined core employability skills as identified in the Washington State CTE Core Employability Skills document.

Source: *Program Standards: Career and Technical Education*, OSPI, 2005

Appendix J: The Arts Graduation Requirement Q and A

1. What is the role of the State Board of Education in graduation requirements?
RCW 28A.230.090 authorizes the SBE to establish graduation requirements. The SBE has established minimum credit requirements, a culminating project, and a high school and beyond plan (WAC 180-51-066). Local districts may set additional requirements. The legislature currently requires students to meet standard on the Washington Assessment of Student Learning in the areas of reading and writing.

2. What is the current Arts graduation requirement?
The state minimum high school graduation requirement in the arts (effective for the Class of 2008 and beyond), is one (1) credit in visual or performing arts aligned to state arts EALRs set at the high school level of grade 10 and/or above. Washington State defines Arts as dance, music, theatre and visual arts per Elementary and Secondary Education Act, 2002.

Per ESHB 2261 (2009-10), two credits in the Arts will be required for high school graduation beginning with the freshmen class of 2013, provided that ESHB 2261 is fully funded.

WAC 180-51-061 specifies: One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

How do students earn credits?
In order to earn credit in any subject area, students must successfully complete 150 hours of planned instructional activities or demonstrate satisfactorily they have met clearly identified competencies a process defined in written district policy (WAC 180-51-050)

3. What is considered an Arts course?
An arts course must have a performance component to be considered an arts class. Creating, performing, and responding are considered the foundations of an arts course. Specifically, this credit may be satisfied in the visual or performing arts—dance, music, theatre and visual arts.

4. What are "visual arts?"
Visual Arts are a universal form of communication bridging historic, geographic and cultural boundaries. Artworks are created by individuals and/or groups using a variety of media and processes. Artworks can be seen, felt, described, and experienced. Visual Arts allow for aesthetic experiences that evoke intellectual and emotional responses for the viewers.

Visual Arts classes include and are not limited to: drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, International Baccalaureate (IB), etc.

5. What are "performing arts?"
Performing Arts are a universal form of communication bridging historic, geographic and cultural boundaries. Performing Arts are art forms expressed by individuals and/or groups that involve performance through multi-sensory experiences. Performing arts allow for aesthetic experiences that evoke intellectual and emotional responses for the viewers. The people are the art form and the medium.

Performing Arts classes include classes that contain a performance component such as: dance, music, and theatre classes, including and not limited to:

Dance such as: contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, square dance, etc.

Music such as: general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, recording studio, etc.

Theatre such as: acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespeare literature and performance, International Baccalaureate (IB) Theatre, etc.

6. Can the Arts graduation requirement credit be waived?
The Arts credit cannot be waived or met by taking a credit in another subject area.

7. Is Arts a core academic area?
Yes. Arts are defined as a core academic subject area in No Child Left Behind/Elementary and Secondary Act (NCLB/ESEA, Title V, Part D, subpart 15, section 5551) of 2002.

8. Who can teach an Arts course?
Arts classes must be taught by highly qualified Arts certified instructors, or by Career and Technical Education (CTE) teachers if the district has established a course equivalency between a designated CTE course and an arts course. See WSSDA Policy 2413 regarding Equivalency Credit for Career and Technical Education Courses.

9. Can Arts courses taken in middle school count toward high school graduation?
Arts courses generally will be taken during the students' 9th through 12th grade years. If taken in middle school, arts courses must satisfy the requirements for a credit earned before ninth grade, as defined by statute.

10. What state guidelines govern the content of Arts courses?
Arts courses utilize the concepts and skills of The Arts Elements and Principles and the new K-12 Arts Learning Standards.

Arts, as with other subjects, should be reviewed by district administration and teachers to ensure that all requirements are met and followed. RCW 28A.150.220 (1) and (2); 28A.150.230; 28A.150.210; WAC 180.51.053 (6)

11. What is the Arts requirement for public four-year colleges and universities in Washington?
The Higher Education Coordinating Board has established minimum college academic distribution requirements (CADRs) for entry to Washington's public four-year colleges and universities. One credit of fine, visual or performing arts is required, *or* one additional credit in math, English, social science, lab science, or world languages.

The University of Washington and Western Washington University specify that .5 credit of this requirement must be in the fine, visual or performing arts; the other half may be either in the arts or in an academic elective. Course work completed prior to grade 9 does not apply toward this college admission requirement. More information on the HECB requirements is available here.

12. Where can I get more information about Arts in the schools?
For more information on the arts in Washington Schools visit the OSPI Arts website.

Or contact:
AnnRené Joseph, Program Supervisor for The Arts (Dance, Music, Theatre, and Visual Arts)
Phone: (360) 725-6365
Fax: (360) 725-6017
annrene.joseph@k12.wa.us

Adapted from the State Board of Education website: http://www.sbe.wa.gov/artsrequirement.html.

Appendix K: Recommended CTE Equivalency Courses

The following list of CTE courses have been determined by multiple school districts as having sufficient academic competencies to warrant the granting of core academic credit and are highly recommended for consideration by all districts. Ultimately, each district will determine their own equivalencies using their established process.

The Arts

The following CTE Courses and CIP Codes fall within the categories of approved Arts courses recognized by the State Board of Education and as such should be treated as equivalent to the Arts without going through an approval process:

100202	Video and Television Technology/Technician
100203	Recording Arts and Sound Reinforcement Technology
100290	Multimedia Communications
100301	Graphics Communications
100203	Recording Arts and Sound Reinforcement Technology
100303	Prepress/Desktop Publishing and Digital Imaging
100304	Animation Technology/Video Graphics and Special Effects
100305	Graphics and Printing Equipment Operator and General Production
110801	Webpage/Digital/Multimedia and information Design
110803	Video Game Design/Digital Computer Animation for Game Design
500406	Commercial Photography
500402	Graphic Design
500713	Metal and Jewelry Design
500502	Stagecraft Technician
100202	Video Production/Broadcasting

Other CTE Courses and CIP codes recognized by schools and school districts as Arts equivalencies:

190601	Housing, Interiors and Furnishings
090903	Advertising
091001	Publishing
521902	Fashion Merchandising
151302	Drafting/CAD
151303	Architectural Drafting
010608	Floral Design

English

231101	Technical Communication
520501	Business Communications
091001	Publishing
090701	Radio Broadcasting Technology

Health and Fitness

190504	Food Science, Dietetics and Nutrition
190501	Nutrition and Wellness
510800	Therapeutic Services Careers Strand: Sports Medicine
510800	Therapeutic Services Careers Strand: Health Sciences
510800	Therapeutic Services Careers Strand: Bio-medical
190003	Family Health

Mathematics

279998	Business Math
520301	Accounting
520809	Credit and Financial Management
141001	Electrical/electronics, Engineering and Design
141801	Materials Engineering
150801	Aeronautical and Aerospace Engineering Technical Tech
210196	Principles of Technology Applied
210197	Materials Science Technology Applied
210198	Technology Foundations
210203	Energy and Power Technologies
210208	Pre-Engineering Technologies
270301	Applied Math
190504	Food Science, Dietetics and Nutrition
110201	Computer Programming
470604	Automotive Technology
460000	Construction Trades
151302	Drafting/CAD
190401	Financial Fitness (also CIP 279998)

Science

510800	Therapeutic Services Careers Strand: Sports Medicine
510800	Therapeutic Services Careers Strand: Health Sciences in Biology
510800	Therapeutic Services Careers Strand: Bio-medical
510700	Health Sciences Strand: Health Informatics
190501	Nutrition and Wellness
010610	Biotechnology
010901	Animal Sciences
010907	Poultry Science
011001	Food Science
011101	Plant Sciences
011102	Agronomy and Crop Sciences
011103	Horticultural Sciences
011201	Soil science and Agronomy
033131	Natural Resources
430106	Forensics Technology
141801	Materials Engineering
150801	Aeronautical and Aerospace Engineering Technical Tech
210196	Principles of Technology Applied
210197	Materials Science Technology Applied
210198	Technology Foundations
210208	Pre-Engineering Technologies
470604	Automotive Technology
030101	Environmental Science
190504	Food Science, Dietetics and Nutrition
030198	Green Sustainable Design and Technology
033131	Natural Resources

Social Studies

450601	Economics
220001	Business Law
190704	AP Psychology (Family Systems and Human Development)

Appendix L: Equivalency Request Forms for HSPE Preparation Equivalencies

High School Proficiency Exam (HSPE) Preparation Course Equivalency Standards

These course equivalency standards are aligned to the subject area standards actually measured by the High School Proficiency Exam (HSPE) and Collection of Evidence (COE) alternative. Core academic courses in this category are those designed to prepare students for the state assessment or provide remediation to those who fail to meet standard in one or more areas of the state assessment on their initial attempts. These subject areas include English, Algebra, Geometry, Life Science, Physical Science, and Earth Science.

To be considered as an equivalency for one of these HSPE Preparation areas, a CTE course needs to align to only to those standards measured by the HSPE or COE as listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought.

Request for English Equivalency (HSPE Preparation)

Recommended Standards and Requirements for English Equivalency

It is recommended that CTE courses be considered equivalent to a) English courses that prepare students for the Reading and Writing High School Proficiency Exam (HSPE), and b) Remediation/skill-building courses offered in the upper grades for students who failed to meet standard in Reading and/or Writing on their initial attempt at the HSPE, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Reading and Writing standards that are actually measured by the Reading and Writing HSPE and Collection of Evidence: http://standards.ospi.k12.wa.us/ and http://www.k12.wa.us/assessment/CAAoptions/CollectionofEvidence.aspx.

2. HSPE-measured Reading and Writing standards are integrated throughout the scope of the course: http://www.k12.wa.us/RTI/AssessmentGuide.aspx.

3. Evidence of criteria 1and 2 are demonstrated through the course framework/curriculum map and assessments.

REQUEST FORM FOR ENGLISH EQUIVALENCY (HSPE PREPARATION)

Cover Sheet - Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

It is recommended that CTE courses be considered equivalent to a) English courses that prepare students for the Reading and Writing High School Proficiency Exam (HSPE), and b) Remediation/skill-building courses offered in the upper grades for students who failed to meet standard in Reading and/or Writing on their initial attempt at the HSPE, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Reading and Writing standards that are actually measured by the Reading and Writing HSPE and Collection of Evidence: http://standards.ospi.k12.wa.us/ and http://www.k12.wa.us/assessment/CAAoptions/CollectionofEvidence.aspx.
2. HSPE-measured Reading and Writing standards are integrated throughout the scope of the course: http://www.k12.wa.us/RTI/AssessmentGuide.aspx.
3. Evidence of criteria 1and 2 are demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to those Reading and Writing standards measured by the HSPE and COE? ___ Yes ___ No

1. Are HSPE-measured Reading and Writing standards integrated throughout the scope of the course? ___ Yes ___ No

2. Do the Curriculum Framework/Map and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the English Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR ENGLISH EQUIVALENCY (HSPE PREPARATION) - PAGE 2 OF 4

To Be Completed by Person(s) submitting Equivalency Request	
READING AND WRITING STANDARDS FOR HSPE AND COLLECTION OF EVIDENCE *(Note: Expository and Persuasive Writing required for Collection of Evidence)*	**Where Taught and How Assessed**
READING - LITERARY COMPREHENSION (LC)	
LC01 Demonstrates understanding of theme or message and supporting details	
LC02 Summarizes with evidence from the reading	
LC03 Makes inferences or predictions based on the reading	
LC04 Interpret vocabulary critical to the meaning of the text	
READING - LITERARY ANALYSIS (LA)	
LA05 Demonstrates understanding of literary elements (genres; story elements such as plot, character, setting; stylistic devices) & graphic elements/il lustrations	
LA06 Compare and contrast elements between and within texts	
LA07 Make connections (cause and effect) within a text	
READING - LITERARY THINKING CRITICALLY (LT)	
LT08 Analyze author's purpose & evaluate effectiveness for different audiences (includes fact/opinion, author's point of view, tone, use of persuasive devices)	
LT09 Evaluate reasoning and ideas/themes related to the text	
LT10 Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations	

REQUEST FOR ENGLISH EQUIVALENCY (HSPE PREPARATION) - PAGE 3 OF 4

To Be Completed by Person(s) submitting Equivalency Request	
READING AND WRITING STANDARDS FOR HSPE AND COLLECTION OF EVIDENCE *(Note: Expository and Persuasive Writing required for Collection of Evidence)*	**Where Taught and How Assessed**
READING - INFORMATIONAL COMPREHENSION (IC)	
IC11 Demonstrates understanding of major ideas and supporting details	
IC12 Summarizes with evidence from the reading	
IC13 Makes inferences or predictions based on the reading	
IC14 Interpret vocabulary critical to the meaning of the text	
READING - INFORMATIONAL ANALYSIS (IA)	
IA15 Demonstrate understanding of text features (titles, headings, and other information divisions, table of contents, indexes, glossaries, prefaces, appendices, captions) and graphic features	
IA16 Compare and contrast information between and within texts	
IA17 Make connections (cause and effect) within a text	
READING - INFORMATIONAL THINKING CRITICALLY (IT)	
IT18 Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences	
IT19 Evaluate reasoning and ideas/themes related to the text	
IT20 Extend information beyond text (make generalizations beyond the text to a broader idea or concept, draw conclusions, or apply information to other texts or situations	
WRITING 1.0 THE STUDENT UNDERSTANDS AND USES A WRITING PROCESS	
1.1. Prewrites to generate ideas and plan writing.	
1.2. Produces draft(s).	
1.3. Revises to improve text.	

REQUEST FOR ENGLISH EQUIVALENCY (HSPE PREPARATION) - PAGE 4 OF 4

To Be Completed by Person(s) submitting Equivalency Request	
READING AND WRITING STANDARDS FOR HSPE AND COLLECTION OF EVIDENCE *(Note: Expository and Persuasive Writing required for Collection of Evidence)*	**Where Taught and How Assessed**
WRITING 1.0 THE STUDENT UNDERSTANDS AND USES A WRITING PROCESS	
1.4. Edits text.	
1.5. Publishes text to share with audience.	
1.6. Adjusts writing process as necessary.	
WRITING 2.0 THE STUDENT WRITES IN VARIETY OF FORMS FOR DIFFERENT AUDIENCES AND PURPOSES	
2.1. Adapts writing for a variety of audiences.	
2.2. Writes for different purposes.	
2.3. Writes in a variety of forms/genres.	
2.4. Writes for career applications.	
WRITING 3.0 THE STUDENT WRITES CLEARLY AND EFFECTIVELY	
3.1. Develops ideas and organizes writing.	
3.2. Uses appropriate style.	
3.3. Knows and applies appropriate grade level writing conventions.	
WRITING 4.0 THE STUDENT ANALYZES AND EVALUATES THE EFFECTIVENESS OF WRITTEN WORK	
4.1. Analyzes and evaluates others' and own writing.	
4.2. Sets goals for improvement.	

Request for Algebra 1 Equivalency

Recommended Standards and Requirements for Algebra 1 Equivalency
It is recommended that CTE courses be considered equivalent with a) Algebra 1 courses that prepare for students for the HSPE in Algebra 1, **and/or** b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Algebra 1 on their initial attempt at the HSPE, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to Algebra 1 standards that are measured by the Algebra 1 HSPE.

2. Algebra 1 standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through the course syllabus, framework/curriculum map and course assessments.

Mathematics Note: Washington state students in the class of 2013 must earn three credits of mathematics based on the newly revised high school mathematics standards to meet graduation requirements set by the state. The first two credits are earned at the Algebra I/Integrated I and Geometry/Integrated II levels. Students in districts who give credit for these courses will be expected to meet proficiency on an 'End-of-Course' exam after the completion of each of these classes or their equivalents. There are several pathways to earn the third credit, but students will not need to meet proficiency on an 'End-of-Course' exam on this third credit.

REQUEST FOR ALGEBRA 1 EQUIVALENCY – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with a) Algebra 1courses that prepare for students for the Algebra 1 HSPE, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Algebra 1 on their initial attempt at HSPE, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Algebra 1 standards
2. Algebra 1 standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to the Algebra 1 Standards? ___ Yes ___ No

2. Are the Algebra 1 Standards integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Algebra 1 Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR ALGEBRA 1 EQUIVALENCY – Page 2 of 4

ALGEBRA 1 STANDARDS	Where Taught and How Assessed
A1.1 Core Content: Solving Problems	
A1.1.A Select and justify functions and equations to model and solve problems.	
A1.1.B Solve problems that can be represented by linear functions, equations, and inequalities.	
A1.1.C Solve problems that can be represented by a system of two linear equations or inequalities.	
A1.1.D Solve problems that can be represented by quadratic functions and equations.	
A1.1.E Solve problems that can be represented by exponential functions and equations.	
A1.2 Core Content: Numbers, expressions, and operations	
A1.2.A Know the relationship between real numbers and the number line, and compare and order real numbers with and without the number line.	
A1.2.B Recognize the multiple uses of variables, determine all possible values of variables that satisfy prescribed conditions, and evaluate algebraic expressions that involve variables.	
A1.2.C Interpret and use integer exponents and square and cube roots, and apply the laws and properties of exponents to simplify and evaluate exponential expressions.	
A1.2.D Determine whether approximations or exact values of real numbers are appropriate, depending on the context, and justify the selection.	
A1.2.E Use algebraic properties to factor and combine like terms in polynomials.	
A1.2.F Add, subtract, multiply, and divide polynomials.	
A1.3 Core Content: Characteristics and behaviors of functions	
A1.3.A Determine whether a relationship is a function and identify the domain, range, roots, and independent and dependent variables.	
A1.3.B Represent a function with a symbolic expression, as a graph, in a table, and using words, and make connections among these representations.	
A1.3.C Evaluate $f(x)$ at a (i.e., $f(a)$) and solve for x in the equation $f(x) = b$.	

REQUEST FOR ALGEBRA 1 EQUIVALENCY – Page 3 of 4

ALGEBRA 1 STANDARDS	Where Taught and How Assessed
A1.4 Core Content: Linear functions, equations, and inequalities	
A1.4.A Write and solve linear equations and inequalities in one variable	
A1.4.B Write and graph and equation for a line given the slope and the *y*-intercept, the slope and appoint on the line, or two points on the line, and translate between forms and linear equations.	
A1.4.C Identify and interpret the slope and intercepts of a linear function, including equations for parallel and perpendicular lines.	
A1.4.D Write and solve systems of two linear equations and inequalities in two variables.	
A1.4.E Describe how changes in the parameters of linear functions and functions containing an absolute value of a linear expression affect their graphs and the relationships they represent.	
A1.5.A Core Content: Quadratic functions and equations	
A1.5.A Represent a quadratic function with a symbolic expression, as a graph, in a table, and with a description, and make connections among the representations.	
A1.5.B Sketch the graph of a quadratic function, describe the effects that changes in the parameters have on the graph, and interpret the *x*-intercepts as solutions to a quadratic equation.	
A1.5.C Solve quadratic equations that can be factored as $(ax + b)(cx + d)$ where a, b, c, and d are integers.	
A1.5.D Solve quadratic equations that have real roots by completing the square and by using the quadratic formula.	
A1.6 Core Content: Data and Distributions	
A1.6.A Use and evaluate the accuracy of summary statistics to describe and compare data sets.	
A1.6.B Make valid inferences and draw conclusions based on data.	
A1.6.C Describe how linear transformations affect the center and spread of univariate data.	
A1.6.D Find the equation of a linear function that best fits bivariate data that are linearly related, interpret the slope and *y*-intercept of the line, and use the equation to make predictions.	
A1.6.E Describe the correlation of data in scatterplots in terms of strong or weak and positive or negative.	

REQUEST FOR ALGEBRA 1 EQUIVALENCY – Page 4 of 4

ALGEBRA 1 STANDARDS	Where Taught and How Assessed
A1.7 Additional Key Content	
A1.7.A Sketch the graph for an exponential function of the form $y = ab^n$ where n is an integer, describe the effects that changes in parameters a and b have on the graph, and answer questions that arise in situations modeled by exponential functions	
A1.7.B Find and approximate solutions to exponential equations.	
A1.7.C Express arithmetic and geometric sequences in both explicit and recursive forms, translate between the two forms, explain how rate of change is represented in each form, and use the forms to find specific terms in the sequence.	
A1.7.D Solve an equation involving several variables by expressing one variable in terms of the others.	
A1.8 Core Processes: Reasoning, problem solving, and communication	
A1.8.A Analyze a problem situation and represent it mathematically.	
A1.8.B Select and apply strategies to solve problems.	
A1.8.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	
A.1.8.D Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class or related problems to solve specific problems.	
A1.8.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	
A1.8.F Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	
A1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.	
A1.8.H Use inductive reasoning about algebra and the properties of numbers to make conjectures, and use deductive reasoning to prove or disprove conjectures.	

Request for Geometry Equivalency

Recommended Standards and Requirements for Geometry Equivalency

It is recommended that CTE courses be considered equivalent with a) Geometry courses that prepare for students for the HSPE in Geometry, **and/or** b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Geometry on their initial attempt at the HSPE, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to Geometry standards that are measured by the Geometry HSPE.

2. Geometry standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through the course syllabus, framework/curriculum map and course assessments.

Mathematics Note: Washington state students in the class of 2013 must earn three credits of mathematics based on the newly revised high school mathematics standards to meet graduation requirements set by the state. The first two credits are earned at the Algebra I/Integrated I and Geometry/Integrated II levels. Students in districts who give credit for these courses will be expected to meet proficiency on an 'End-of-Course' exam after the completion of each of these classes or their equivalents. There are several pathways to earn the third credit, but students will not need to meet proficiency on an 'End-of-Course' exam on this third credit.

REQUEST FOR GEOMETRY EQUIVALENCY – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Teacher(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with Geometry courses that prepare for students for the Geometry HSPE, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Geometry on their initial attempt at HSPE, when the CTE course meets the following criteria:

4. Standards within the CTE course are aligned to the Geometry standards
5. Geometry standards are integrated throughout the scope of the course.
6. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to the Geometry standards? ___ Yes ___ No

2. Are the Geometry standards integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Mathematics Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR GEOMETRY EQUIVALENCY – Page 2 of 4

GEOMETRY STANDARDS	Where Taught and How Assessed
G.1 Core Content: Logical arguments and proofs	
G.1.A Distinguish between inductive and deductive reasoning	
G.1.B Use inductive reasoning to make conjectures, to test the plausibility of a geometric statement, and to help find a counterexample.	
G.1.C Use deductive reasoning to prove that a valid geometric statement is true.	
G.1.D Write the converse, inverse, and contrapositive of a valid proposition and determine their validity.	
G.1.E Identify errors or gaps in a mathematical argument and develop counterexamples to refute invalid statements about geometric relationships.	
G.1.F Distinguish between definitions and undefined geometric terms and explain the role of definitions, undefined terms, postulates (axioms), and theorems.	
G.2 Core Content: Lines and angles	
G.2.A Know, prove, and apply theorems about parallel and perpendicular lines.	
G.2.B Know, prove, and apply theorems about angles, including angles that arise from parallel lines intersected by a transversal.	
G.2.C Explain and perform basic compass and straightedge constructions related to parallel and perpendicular lines.	
G.2.D Describe the intersections of lines in the plan and in space, of lines and planes, and of planes in space.	
G.3 Core Content: Two- and three-dimensional figures	
G.3.A Know, explain, and apply basic postulates and theorems about triangles and special lines, line segments, and rays associated with a triangle.	
G.3.B Determine and prove triangle congruence, triangle similarity, and other properties of triangles.	
G.3.C Use the properties of special right triangles ($30^o – 60^o – 90^o$ and $45^o – 45^o – 90^o$) to solve problems.	
G.3.D Know, prove, and apply the Pythagorean Theorem and its converse.	

REQUEST FOR GEOMETRY EQUIVALENCY – Page 3 of 4

GEOMETRY STANDARDS	Where Taught and How Assessed
G.3 Core Content: Two- and three-dimensional figures continued..	
G.3.E Solve problems involving the basic trigonometric ratios of sine, cosine, and tangent.	
G.3.F Know, prove, and apply basic theorems about parallelograms.	
G.3.H Know, prove, and apply basic theorems relating to circles to tangents, chords, radii, secants, and inscribed angles.	
G.3.I Explain and perform constructions related to the circle.	
G.3.J Describe prisms, pyramids, parallelepipeds, tetrahedral, and regular polyhedral in terms of their faces, edges, vertices, and properties.	
G.3.K Analyze cross-sections of cubes, prisms, pyramids, and spheres and identify the resulting shapes.	
G.4 Core Content: Geometry in the coordinate plane	
G.4.A Determine the equation of a line in the coordinate plane that is described geometrically, including a line through two given points, a line through a given point parallel to a given line, and a line through a given point perpendicular to a given line.	
G.4.B Determine the coordinates of a point that is described geometrically.	
G.4.C Verify and apply the properties of triangles and quadrilaterals in the coordinate plane.	
G.4.D Determine the equation of a circle that is described geometrically in the coordinate plane and, given equations for a circle and line, determine the coordinates of their intersections.	
G.5 Core Content: Geometric transformations	
G.5.A Sketch the results of transformations and compositions of transformations for a given two-dimensional figure on the coordinate plan, and describe the rule(s) for performing translations or for performing reflections about the coordinate axes or the line $y = x$.	
G.5.B Determine and apply properties of transformations.	
G.5.C Given two congruent or similar figures in a coordinate plane, describe a composition of translations, reflections, rotations, and dilations that superimposes one figure on another.	
G.5.D Describe the symmetries of two-dimensional figures and describe transformations, including reflections across a line and rotations about a point.	

REQUEST FOR GEOMETRY EQUIVALENCY – Page 4 of 4

GEOMETRY STANDARDS	Where Taught and How Assessed
G.6 Additional Key Content	
G.6.A Derive and apply formulas for arc length and area of a sector of a circle.	
G.6.B Analyze distance and angle measures on a sphere and apply these measurements to the geometry of the earth.	
G.6.C Apply formulas for surface area and volume of three-dimensional figures to solve problems.	
G.6.D Predict and verify the effect that changing one, two, or three linear dimensions has on perimeter, area, volume, or surface area of two- and there- dimensional figures.	
G.6.E Use different degrees of precision in measurement, explain the reason for using a certain degree of precision, and apply estimation strategies to obtain reasonable measurements with appropriate precision for a given purpose.	
G.6.F Solve problems involving measurement conversions within and between systems, including those involving derived units, and analyze solutions in terms of reasonableness of solutions and appropriate units.	
G.7 Core Processes: Reasoning, problem solving, and communication	
G.7.A Analyze a problem situation and represent it mathematically	
G.7.B Select and apply strategies to solve problems.	
G.7.C Evaluate a solution for reasonableness, verify its accuracy, and interpret the solution in the context of the original problem.	
G.7.D Generalize a solution strategy for a single problem to a class of related problems, and apply a strategy for a class of related problems to solve specific problems.	
G.7.E Read and interpret diagrams, graphs, and text containing the symbols, language, and conventions of mathematics.	
G.7.F Summarize mathematical ideas with precision and efficiency for a given audience and purpose.	
G.7.G Synthesize information to draw conclusions and evaluate the arguments and conclusions of others.	
G.7.H Use inductive reasoning to make conjectures, and use deductive reasoning to prove or disprove conjectures.	

Request for Earth and Space Science Equivalency

Recommended Standards and Requirements for Earth and Space Science Equivalency

It is recommended that CTE courses be considered equivalent with Earth and Space Science courses that prepare students for the state assessment in Science, and/or remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Earth and Space Science EALRs/Big Ideas and Content Standards that are measured by the state assessment.

2. Earth and Space Science EALRs/Big Ideas and Content Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and assessments.

Excerpt from Science Instructional Materials Review Report: Evaluating your program in light of the parameters below would provide a measure of program coherence that supports conceptual development vital to true learning in the sciences. The Program Coherence scale measures how well the materials present content in an organized and deliberate sequence designed to develop conceptual understanding. It also evaluates how well the materials make explicit the big ideas of science and ground learning in a larger framework. The following items measure Program Coherence. The scale uses a four point response, with a Likert pattern of *Not Evident, Somewhat Evident, Mostly Evident,* or *Strongly Evident*.

1. Program presents content in an organized and deliberate sequence designed to develop conceptual understanding. Facts and concepts are linked and developed in ways that facilitate retrieval and application, and engages student thinking about phenomena, experiences, and knowledge.
2. Program meets and makes explicit the big ideas of science.
3. Program is organized into units, modules or other structures, focused on student learning experiences that provide sufficient time to develop deep understanding of a few concepts.
4. Program provides opportunities for students to apply understanding to new situations, to relate material to real-world experiences and situations, and to draw connections between personal and classroom experiences.
5. Program promotes interdisciplinary and cross-curricular connections.
6. Program contains little or no extraneous material outside of expected grade level standards.

REQUEST FOR EARTH AND SPACE SCIENCE EQUIVALENCY – Page 1 of 5

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with a) Earth and Space Science courses that prepare students for the Science state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Earth and Space Science EALRs/GLE's measured by the state assessment.
2. Earth and Space Science EALRs/GLEs are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

Assurance of Criteria:

1. Do the course standards align to those Earth and Space Science EALRs/GLEs measured by the state assessment? ___ Yes ___ No

1. Are the Earth and Space Science EALRs/GLEs integrated throughout the scope of the course? ___ Yes ___ No

2. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Earth and Space Science Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR EARTH AND SPACE SCIENCE EQUIVALENCY – Page 2 of 5

To be completed by the Person(s) submitting the Equivalency Request

EARTH AND SPACE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 1: SYSTEMS (Predictability and Feedback)	
9-12 SYSA: *Feedback* is a process in which the *output* of a *system* provides information used to regulate the operation of the *system*. *Positive feedback* increases the disturbance to a *system*. *Negative feedback* reduces the disturbance to a *system*. • Give examples of a positive *feedback system* and *explain* its regulatory mechanism (e.g., global warming causes Earth's ice caps to melt, reflecting less energy to space, increasing temperatures). • Give examples of a negative *feedback system* and *explain* its regulatory mechanism (e.g., when a human body overheats, it produces sweat that cools the body by evaporation).	
9-12 SYSB: Systems thinking can be especially useful in *analyzing* complex situations. To be useful, a *system* needs to be specified as clearly as possible. • Determine if a *systems* approach will be helpful in answering a *question* or solving a problem. • Represent the *system* with a diagram specifying components, boundaries, flows, and *feedbacks*. • *Describe* relevant *subsystems* and the larger *system* that contains the *system* being analyzed. • Determine how the *system functions* with respect to other *systems*.	
9-12 SYSC: In complex *systems*, entirely new and unpredictable *properties* may emerge. Consequently, modeling a complex *system* in sufficient detail to make *reliable* predictions may not be possible. • Create a simplified *model* of a complex *system*. Trace the possible consequences of a change in one part of the *system* and *explain how* the simplified *model* may not be adequate to reliably *predict* consequences.	
9-12 SYSD: *Systems* can be changing or in *equilibrium*. • *Analyze* whether or not a *system* (e.g., population) is changing or in *equilibrium*. • Determine whether a *state of equilibrium* is static or dynamic (e.g., inflows equal outflows).	
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQA: Scientists *generate* and *evaluate questions* to *investigate* the *natural world*. • *Generate* and *evaluate* a *question* that can be answered through a scientific *investigation*. Critique *questions generated* by others and *explain* whether or not the *questions* are scientific.	
9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research *questions*, a thoughtful plan for gathering data needed to answer the *question*, and care in collecting, *analyzing*, and displaying the data. • Plan and conduct a scientific *investigation*, choosing a method appropriate to the *question* being asked. • Collect, *analyze*, and display data using calculators, computers, or other technical devices when available.	
9-12 INQC: *Conclusions* must be logical, based on *evidence*, and consistent with prior *established* knowledge. • Draw *conclusions* supported by *evidence* from the *investigation* and consistent with established scientific knowledge. • Analyze alternative explanations and decide which best fits the data and *evidence*.	
9-12 INQD: The methods and procedures that scientists use to obtain *evidence* must be clearly reported to enhance opportunities for further *investigation*. • Write a detailed laboratory report that includes: the *question* that motivated the study, a justification for the kind of *investigation* chosen, *hypotheses* (if any), a description of what was done, a summary of data in tables and graphs, and a *conclusion*, based on the *evidence*, that responds to the *question*.	

REQUEST FOR EARTH AND SPACE SCIENCE EQUIVALENCY – Page 3 of 5

EARTH AND SPACE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQE: The essence of scientific *investigation* involves the development of a *theory* or conceptual *model* that can *generate* testable predictions. • Formulate one or more *hypotheses* based on a *model* or *theory* of a causal *relationship*. Demonstrate creativity and critical thinking to formulate and *evaluate* the *hypotheses*.	
9-12 INQF: *Science* is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new *evidence* comes to light. • *Evaluate* an *investigation* to determine if it was a *valid* means of answering the *question*, and whether or not the results were *reliable*. • *Describe* the development of a scientific *theory* that illustrates logical reasoning, creativity, testing, revision, and replacement of prior *ideas* in light of new *evidence*.	
9-12 INQG: *Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.* • Participate in a scientific discussion about one's own investigations and those performed by others. • Respond to questions and criticisms, and if appropriate, revise explanations based on these discussions.	
9-12 INQH: *Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.* • Provide appropriate citations for all ideas, findings, and information used in any and all written reports. • Explain the consequences for failure to provide appropriate citations.	
EALR 3: APPLICATION (Science, Technology, and Society)	
9-12 APPA: *Science* affects society and cultures by influencing the way many people think about themselves, others, and the *environment*. Society also affects *science* by its prevailing views about what is important to study and by deciding what research will be funded. • *Describe* ways that scientific *ideas* have influenced society or the development of differing cultures. • List *questions* that scientists *investigate* that are stimulated by the needs of society (e.g., medical research, *global climate* change).	
9-12 APPB: The *technological design process* begins by defining a problem in terms of *criteria* and *constraints*, conducting research, and generating several different *solutions*. • Work collaboratively with other students to *generate ideas* for solving a problem. Identify *criteria* and *constraints*, research the problem, and *generate* several possible *solutions*.	
9-12 APPC: Choosing the best *solution* involves comparing alternatives with respect to *criteria* and *constraints*, then building and testing a *model* or other representation of the final design. • Choose the best *solution* for a problem, create a model or drawing of the final design, and devise a way to test it. Redesign the *solution*, if necessary, then present it to peers.	
9-12 APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. • Use proportional reasoning, functions, graphing, and estimation to solve problems. • Use computers, probes, and software when available to collect, display, and analyze data.	

REQUEST FOR EARTH AND SPACE SCIENCE EQUIVALENCY – Page 4 of 5

EARTH AND SPACE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 3: APPLICATION (Science, Technology, and Society)	
9-12 APPE: Perfect *solutions* do not exist. All technological *solutions* involve *trade-offs* in which decisions to include more of one quality means less of another. All *solutions* involve consequences, some intended, others not. • *Analyze* a societal issue that may be addressed through *science* and/or *technology*. *Compare* alternative *solutions* by *considering trade-offs* and unintended consequences (e.g., removing dams to increase salmon spawning).	
9-12 APPF: It is important for all citizens to *apply science* and *technology* to critical issues that influence society. • Critically *analyze* scientific information in current events to make personal choices or to understand public-policy decisions.	
EALR 4: EARTH AND SPACE SCIENCE – EARTH IN SPACE (Evolution of the Universe)	
9-11 ES1A: Stars have *life cycles*. During their active periods, stars produce heavier *elements*, starting with the *fusion* of hydrogen to *form* helium. The heaviest *elements* are formed when massive stars die in massive explosions. • Connect the *life cycles* of stars to the production of *elements* through the process of nuclear *fusion*.	
9-11 ES1B: The *Big Bang theory* of the origin of the universe is based on *evidence* (e.g., red shift) that all galaxies are rushing apart from one another. As space expanded and *matter* began to cool, gravitational attraction pulled clumps of *matter* together, forming the stars and galaxies, clouds of *gas* and dust, and planetary *systems* that we see today. If we were to run time backwards, we would find that all of the galaxies were in the same place 13.7 billion years ago. • Cite *evidence* that supports the *Big Bang theory* (e.g., red shift of galaxies or 3K background radiation).	
EALR 4: EARTH AND SPACE SCIENCE – EARTH SYSTEMS, STRUCTURES, AND PROCESSES	
9-11 ES2A: *Global climate* differences result from the uneven heating of Earth's surface by the Sun. Seasonal climate *variations* are due to the tilt of Earth's axis with respect to the plane of Earth's nearly circular *orbit* around the Sun. • *Explain that* Earth is warmer near the equator and cooler near the poles due to the uneven heating of Earth by the Sun. • *Explain that* it's warmer in summer and colder in winter for people in Washington State because the intensity of sunlight is greater and the days are longer in summer than in winter. Connect these seasonal changes in sunlight to the tilt of Earth's axis with respect to the plane of its *orbit* around the Sun.	
9-11 ES2B: *Climate* is determined by *energy transfer* from the sun at and near Earth's surface. This *energy transfer* is influenced by dynamic processes such as cloud cover and Earth's rotation, as well as static conditions such as proximity to mountain ranges and the ocean. Human activities, such as burning of *fossil fuels*, also affect the *global climate*. • *Explain how* the *climate* in the Pacific Northwest region is affected by seasonal weather *patterns*, as well as other *factors* such as the addition of greenhouse *gases* to the *atmosphere* and proximity to mountain ranges and to the ocean.	
9-11 ES2C: Earth is a *system* that contains a fixed amount of each stable chemical *element* existing in different chemical forms. Each *element* on Earth moves among reservoirs in the solid Earth, oceans, *atmosphere*, and *organisms* as part of *biogeochemical cycles* driven by energy from Earth's interior and from the Sun. • *Describe* the different forms taken by carbon and nitrogen, and the reservoirs where they are found. • *Give examples* of carbon found on Earth (e.g., carbonate rocks such as limestone, in coal and oil, in the atmosphere as carbon dioxide *gas*, and in the tissues of all living *organisms*).	

REQUEST FOR EARTH AND SPACE SCIENCE EQUIVALENCY – Page 5 of 5

EARTH AND SPACE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 4: EARTH AND SPACE SCIENCE – EARTH SYSTEMS, STRUCTURES, AND PROCESSES	
9-11 ES2D: The earth does not have infinite resources; increasing human consumption places severe stress on the natural processes that renew some resources and it depletes those resources that cannot be renewed. • *Identify* renewable and nonrenewable resources in the Pacific Northwest region. • *Explain* how human use of natural resources stress natural processes and link that use to a possible long term consequence.	
EALR 4: EARTH AND SPACE SCIENCE – EARTH HISTORY (Evolution of the Earth)	
9-11 ES3A: Interactions among the solid Earth, the oceans, the atmosphere, and *organisms* have resulted in the ongoing *evolution* of the Earth *system*. We can observe changes such as earthquakes and volcanic eruptions on a human time scale, but many processes such as mountain building and plate movements take place over hundreds of millions of years. • *Interpret* current rock formations of the Pacific Northwest as *evidence* of past geologic events. *Consider* which Earth processes that may have caused these rock formations (e.g., *erosion*, *deposition*, and scraping of terrain by glaciers, floods, volcanic eruptions, and *tsunami*). • Construct a possible timeline showing the development of these rock formations given the cause of the formations.	
9-11 ES3B: Geologic time can be estimated by several methods (e.g., counting tree rings, observing rock sequences, using *fossils* to correlate sequences at various locations, and using the known decay rates of radioactive *isotopes* present in rocks to measure the time since the rock was formed). • *Explain how* decay rates of radioactive materials in rock layers are used to establish the timing of geologic events. • Given a geologic event, *explain* multiple methods that could be used to establish the timing of that event.	
9-11 ES3C: *Evidence* for one-celled forms of life—the bacteria—extends back billions of years. The appearance of life on Earth caused dramatic changes in the composition of Earth's *atmosphere*, which did not originally contain oxygen. • *Compare* the chemical composition of the Earth's *atmosphere* before bacteria and plants evolved and after they became widespread.	
9-11 ES3D: Data gathered from a variety of methods have shown that Earth has gone through a number of periods when Earth was much warmer and much colder than today. • *Describe factors* that change climates over long periods of time and cite methods that scientists have found to gather information on ancient climates.	

Request for Life Science Equivalency

Recommended Standards and Requirements for Life Science Equivalency

It is recommended that CTE courses be considered equivalent with Life Science courses that prepare students for the state assessment in Science, and/or remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Life Science EALRs/Big Ideas and Content Standards that are measured by the state assessment.

2. Life Science EALRs/Big Ideas and Content Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and assessments.

Excerpt from Science Instructional Materials Review Report: Evaluating your program in light of the parameters below would provide a measure of program coherence that supports conceptual development vital to true learning in the sciences. The Program Coherence scale measures how well the materials present content in an organized and deliberate sequence designed to develop conceptual understanding. It also evaluates how well the materials make explicit the big ideas of science and ground learning in a larger framework. The following items measure Program Coherence. The scale uses a four point response, with a Likert pattern of *Not Evident, Somewhat Evident, Mostly Evident,* or *Strongly Evident*.

7. Program presents content in an organized and deliberate sequence designed to develop conceptual understanding. Facts and concepts are linked and developed in ways that facilitate retrieval and application, and engages student thinking about phenomena, experiences, and knowledge.
8. Program meets and makes explicit the big ideas of science.
9. Program is organized into units, modules or other structures, focused on student learning experiences that provide sufficient time to develop deep understanding of a few concepts.
10. Program provides opportunities for students to apply understanding to new situations, to relate material to real-world experiences and situations, and to draw connections between personal and classroom experiences.
11. Program promotes interdisciplinary and cross-curricular connections.
12. Program contains little or no extraneous material outside of expected grade level standards.

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 1 of 6

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with a) Life Science courses that prepare students for the Science state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

4. Standards within the CTE course are aligned to those Life Science EALRs/GLE's measured by the state assessment.
5. Life Science EARLs/GLEs are integrated throughout the scope of the course.
6. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

Assurance of Criteria:

1. Do the course standards align to those Life Science EALRs/GLEs measured by the state assessment? ___ Yes ___ No

1. Are the Life Science EALRs/GLEs integrated throughout the scope of the course? ___ Yes ___ No

2. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Life Science Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 2 of 6

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 1: SYSTEMS (Predictability and Feedback)	
9-12 SYSA: *Feedback* is a process in which the *output* of a *system* provides information used to regulate the operation of the *system*. *Positive feedback* increases the disturbance to a *system*. *Negative feedback* reduces the disturbance to a *system*. • Give examples of a positive *feedback system* and *explain* its regulatory mechanism (e.g., global warming causes Earth's ice caps to melt, reflecting less energy to space, increasing temperatures). • Give examples of a negative *feedback system* and *explain* its regulatory mechanism (e.g., when a human body overheats, it produces sweat that cools the body by evaporation).	
9-12 SYSB: Systems thinking can be especially useful in *analyzing* complex situations. To be useful, a *system* needs to be specified as clearly as possible. • Determine if a *systems* approach will be helpful in answering a *question* or solving a problem. • Represent the *system* with a diagram specifying components, boundaries, flows, and *feedbacks*. • *Describe* relevant *subsystems* and the larger *system* that contains the *system* being analyzed. • Determine how the *system functions* with respect to other *systems*.	
9-12 SYSC: In complex *systems*, entirely new and unpredictable *properties* may emerge. Consequently, modeling a complex *system* in sufficient detail to make *reliable* predictions may not be possible. • Create a simplified *model* of a complex *system*. Trace the possible consequences of a change in one part of the *system* and *explain how* the simplified *model* may not be adequate to reliably *predict* consequences.	
9-12 SYSD: *Systems* can be changing or in *equilibrium*. • *Analyze* whether or not a *system* (e.g., population) is changing or in *equilibrium*. • Determine whether a *state of equilibrium* is static or dynamic (e.g., inflows equal outflows).	
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQA: Scientists *generate* and *evaluate questions* to *investigate* the *natural world*. • *Generate* and *evaluate* a *question* that can be answered through a scientific *investigation*. Critique *questions generated* by others and *explain* whether or not the *questions* are scientific.	
9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research *questions*, a thoughtful plan for gathering data needed to answer the *question*, and care in collecting, *analyzing*, and displaying the data. • Plan and conduct a scientific *investigation*, choosing a method appropriate to the *question* being asked. • Collect, *analyze*, and display data using calculators, computers, or other technical devices when available.	
9-12 INQC: *Conclusions* must be logical, based on *evidence*, and consistent with prior *established* knowledge. • Draw *conclusions* supported by *evidence* from the *investigation* and consistent with established scientific knowledge. • Analyze alternative explanations and decide which best fits the data and *evidence*.	
9-12 INQD: The methods and procedures that scientists use to obtain *evidence* must be clearly reported to enhance opportunities for further *investigation*. • Write a detailed laboratory report that includes: the *question* that motivated the study, a justification for the kind of *investigation* chosen, *hypotheses* (if any), a description of what was done, a summary of data in tables and graphs, and a *conclusion*, based on the *evidence*, that responds to the *question*.	

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 3 of 6

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQE: The essence of scientific *investigation* involves the development of a *theory* or conceptual *model* that can *generate* testable predictions. • Formulate one or more *hypotheses* based on a *model* or *theory* of a causal *relationship*. Demonstrate creativity and critical thinking to formulate and *evaluate* the *hypotheses*.	
9-12 INQF: *Science* is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new *evidence* comes to light. • *Evaluate* an *investigation* to determine if it was a *valid* means of answering the *question*, and whether or not the results were *reliable*. • *Describe* the development of a scientific *theory* that illustrates logical reasoning, creativity, testing, revision, and replacement of prior *ideas* in light of new *evidence*.	
9-12 INQG: *Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.* • Participate in a scientific discussion about one's own investigations and those performed by others. • Respond to questions and criticisms, and if appropriate, revise explanations based on these discussions.	
9-12 INQH: *Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.* • Provide appropriate citations for all ideas, findings, and information used in any and all written reports. • Explain the consequences for failure to provide appropriate citations.	
EALR 3: APPLICATION (Science, Technology, and Society)	
9-12 APPA: *Science* affects society and cultures by influencing the way many people think about themselves, others, and the *environment*. Society also affects *science* by its prevailing views about what is important to study and by deciding what research will be funded. • *Describe* ways that scientific *ideas* have influenced society or the development of differing cultures. • List *questions* that scientists *investigate* that are stimulated by the needs of society (e.g., medical research, *global climate* change).	
9-12 APPB: The *technological design process* begins by defining a problem in terms of *criteria* and *constraints*, conducting research, and generating several different *solutions*. • Work collaboratively with other students to *generate ideas* for solving a problem. Identify *criteria* and *constraints*, research the problem, and *generate* several possible *solutions*.	
9-12 APPC: Choosing the best *solution* involves comparing alternatives with respect to *criteria* and *constraints*, then building and testing a *model* or other representation of the final design. • Choose the best *solution* for a problem, create a model or drawing of the final design, and devise a way to test it. Redesign the *solution*, if necessary, then present it to peers.	
9-12 APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies. • Use proportional reasoning, functions, graphing, and estimation to solve problems. • Use computers, probes, and software when available to collect, display, and analyze data.	

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 4 of 6

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 3: APPLICATION (Science, Technology, and Society)	
9-12 APPE: Perfect *solutions* do not exist. All technological *solutions* involve *trade-offs* in which decisions to include more of one quality means less of another. All *solutions* involve consequences, some intended, others not. • *Analyze* a societal issue that may be addressed through *science* and/or *technology*. *Compare* alternative *solutions* by *considering trade-offs* and unintended consequences (e.g., removing dams to increase salmon spawning).	
9-12 APPF: It is important for all citizens to *apply science* and *technology* to critical issues that influence society. • Critically *analyze* scientific information in current events to make personal choices or to understand public-policy decisions.	
EALR 4: LIFE SCIENCE – STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS (Processes within Cells)	
9-**11 LS1A: Carbon-containing *compounds* are the building blocks of life. *Photosynthesis* is the process that plant cells use to combine the energy of sunlight with *molecules* of carbon dioxide and water to produce energy-rich *compounds* that contain carbon (*food*) and release oxygen.** • *Explain how* plant cells use *photosynthesis* to produce their own food. Use the following equation to illustrate how plants rearrange *atoms* during *photosynthesis*: 6CO2+6H2O+light energy —> C6H12O6+6O2 • *Explain* the importance of *photosynthesis* for both plants and animals, including humans.	
9-11 LS1B: The gradual combustion of carbon-containing *compounds* within cells, called *cellular respiration,* provides the primary energy source of living *organisms*; the combustion of carbon by burning of *fossil fuels* provides the primary energy source for most of modern society. • *Explain how* the process of *cellular respiration* is similar to the burning of *fossil fuels* (e.g., both processes involve combustion of carbon-containing *compounds* to transform chemical energy to a different *form* of energy).	
9-11 LS1C: Cells contain specialized parts for determining essential *functions* such as regulation of cellular activities, energy capture and release, formation of proteins, waste disposal, the *transfer* of information, and movement. • Draw, label, and *describe* the *functions* of components of essential structures within cells (e.g., *cellular membrane, nucleus, chromosome, chloroplast, mitochondrion, ribosome*)	
9-11 LS1D: The cell is surrounded by a membrane that separates the interior of the cell from the outside world and determines which substances may enter and which may leave the cell. • *Describe* the structure of the *cell* and how the membrane regulates the flow of materials into and out of the cell.	
9-11 LS1E: The *genetic information* responsible for inherited *characteristics* is encoded in the DNA *molecules* in *chromosomes*. DNA is composed of four subunits (A,T,C,G). The sequence of subunits in a *gene* specifies the amino acids needed to make a protein. *Proteins* express inherited traits (e.g., eye color, hair texture) and carry out most cell *function*. • *Describe* how DNA *molecules* are long chains linking four subunits (smaller *molecules*) whose sequence encodes *genetic information.* • Illustrate the process by which *gene* sequences are copied to produce proteins.	
9-11 LS1F: All of the functions of the cell are based on chemical reactions. Food molecules are broken down to provide the energy and the chemical constituents needed to synthesize other molecules. Breakdown and synthesis are made possible by proteins called enzymes. • Some of these enzymes enable the cell to store energy in special chemicals, such as ATP, that are needed to drive the many other chemical reactions in a cell. • Explain how cells break down food molecules and use the constituents to synthesize proteins, sugars, fats, DNA and many other molecules that cells require. • Describe the role that enzymes play in the breakdown of food molecules and synthesis of the many different molecules needed for cell structure and function. • Explain how cells extract and store energy from food molecules.	

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 5 of 6

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 4: LIFE SCIENCE – STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS (Processes within Cells)	
9-11 LS1G: Cells use the DNA that forms their genes to encode enzymes and other proteins that allow a cell to grow and divide to produce more cells, and to respond to the environment. • Explain that regulation of cell functions can occur by changing the activity of proteins within cells and/or by changing whether and how often particular genes are expressed.	
9-11 LS1H: Genes are carried on chromosomes. Animal cells contain two copies of each chromosome with genetic information that regulate body structure and functions. Cells divide by a process called mitosis, in which the genetic information is copied so that each new cell contains exact copies of the original chromosomes. • Describe and model the process of mitosis, in which one cell divides, producing two cells, each with copies of both chromosomes from each pair in the original cell.	
9-11 LS1I: Egg and sperm cells are formed by a process called meiosis in which each resulting cell contains only one representative chromosome from each pair found in the original cell. Recombination of genetic information during meiosis scrambles the genetic information, allowing for new genetic combinations and characteristics in the offspring. Fertilization restores the original number of chromosome pairs and reshuffles the genetic information, allowing for variation among offspring. • Describe and model the process of meiosis in which egg and sperm cells are formed with only one set of chromosomes from each parent. • Model and explain the process of genetic recombination that may occur during meiosis and how this then results in differing characteristics in offspring. • Describe the process of fertilization that restores the original chromosome number while reshuffling the genetic information, allowing for variation among offspring. • Predict the outcome of specific genetic crosses involving two characteristics	
EALR 4: LIFE SCIENCE – ECOSYSTEMS (Maintenance and Stability of Populations)	
9-11 LS2A: *Matter* cycles and *energy* flows through living and nonliving components in *ecosystems*. The transfer of *matter* and *energy* is important for maintaining the health and sustainability of an *ecosystem*. • *Explain how* plants and animals cycle carbon and nitrogen within an *ecosystem.* • *Explain how* matter cycles and energy flows in ecosystems, resulting in the formation of differing chemical compounds and heat.	
9-11 LS2B: Living *organisms* have the capacity to produce very large *populations*. *Population density* is the number of individuals of a particular *population* living in a given amount of space. • *Evaluate* the conditions necessary for rapid *population growth* (e.g., given adequate living and nonliving resources and no disease or predators, *populations* of an *organism* increase at rapid rates). • Given *ecosystem* data, calculate the *population density* of an *organism*.	
9-11 LS2C: *Population growth* is limited by the availability of matter and energy found in resources, the size of the *environment,* and the presence of competing and/or predatory *organisms*. • *Explain factors*, including matter and energy, in the *environment* that limit the growth of plant and animal *populations* in natural *ecosystems*.	
9-11 LS2D: Scientists represent *ecosystems* in the *natural world* using mathematical *models*. • Draw a *systems* diagram to illustrate and *explain* why introduced (nonnative) *species* often do poorly and have a tendency to die out, as well as why they sometimes do very well and force out native *species*.	

REQUEST FOR LIFE SCIENCE EQUIVALENCY – Page 6 of 6

LIFE SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
9-11 LS2E: Interrelationships of *organisms* may *generate ecosystems* that are stable for hundreds or thousands of years. *Biodiversity* refers to the different kinds of *organisms* in specific *ecosystems* or on the planet as a whole. • *Compare* the *biodiversity* of *organisms* in different types of *ecosystems* (e.g., rain forest, grassland, desert) noting the interdependencies and interrelationships among the *organisms* in these different *ecosystems*.	
9-11 LS2F: The concept of sustainable development supports adoption of policies that enable people to obtain the resources they need today without limiting the ability of future generations to meet their own needs. Sustainable processes include substituting renewable for nonrenewable resources, recycling, and using fewer resources. • Explain how scientific concepts and findings relate to a resource issue currently under discussion in the state of Washington (e.g., removal of dams to facilitate salmon spawning in rivers; construction of wind farms). • Explain how the concept of sustainable development may be applied to a current resource issue in the state of Washington.	
EALR 4: LIFE SCIENCE – BIOLOGICAL EVOLUATION (Mechanisms of Evolution)	
9-11 LS3A: Biological *evolution* is due to: (1) *genetic variability* of offspring due to *mutations* and *genetic recombination*, (2) the potential for a *species* to increase its numbers, (3) a finite supply of resources, and (4) *natural selection* by the *environment* for those offspring better able to survive and produce offspring. • *Explain* biological *evolution* as the consequence of the *interactions* of four *factors*: *population growth*, inherited variability of offspring, a finite supply of resources, and *natural selection* by the *environment* of offspring better able to survive and reproduce. • *Predict* the *effect* on a *species* if one of these *factors* should change.	
9-11 LS3B: Random changes in the *genetic* makeup of cells and *organisms* (*mutations*) can cause changes in their physical *characteristics* or behaviors. If the *genetic mutations* occur in eggs or sperm cells, the changes will be inherited by offspring. While many of these changes will be harmful, a small minority may allow the offspring to better survive and reproduce. • *Describe* the molecular process by which *organisms* pass on physical and behavioral traits to offspring, as well as the *environmental* and *genetic factors* that cause minor differences (*variations*) in offspring or occasional mistakes in the copying of *genetic* material that can be inherited by future *generations* (*mutations*). • *Explain how* a *genetic mutation* may or may not allow a *species* to survive and reproduce in a given *environment*.	
9-11 LS3C: The great *diversity* of *organisms* is the result of more than 3.5 billion years of *evolution* that has filled available *ecosystem niches* on Earth with life *forms*. • *Explain how* the millions of different *species* alive today are related by descent from a *common ancestor*. • *Explain that genes* in *organisms* that are very different (e.g., yeast, flies, and mammals) can be very similar because these *organisms* all share a *common ancestor*.	
9-11 LS3D: The *fossil* record and anatomical and molecular similarities observed among diverse *species* of living *organisms* provide *evidence* of biological *evolution*. • Using the *fossil* record and anatomical and/or molecular (DNA) similarities as *evidence*, formulate a *logical argument* for biological *evolution* as an explanation for the development of a representative *species* (e.g., birds, horses, elephants, whales).	
9-11 LS3E: Biological classifications are based on how organisms are related, reflecting their evolutionary history. Scientists infer relationships from physiological traits, genetic information, and the ability of two organisms to produce fertile offspring. • Classify organisms, using similarities and differences in physical and functional characteristics. • Explain similarities and differences among closely related organisms in terms of biological evolution (e.g., —Darwin's finches had different beaks due to food sources on the islands where they evolved).	

Request for Physcial Science Equivalency

Recommended Standards and Requirements for Physical Science Equivalency

It is recommended that CTE courses be considered equivalent with Physica Science courses that prepare students for the state assessment in Science, and/or remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to those Physical Science EALRs/Big Ideas and Content Standards that are measured by the state assessment.

2. Physical Science EALRs/Big Ideas and Content Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and assessments.

Excerpt from Science Instructional Materials Review Report: Evaluating your program in light of the parameters below would provide a measure of program coherence that supports conceptual development vital to true learning in the sciences. The Program Coherence scale measures how well the materials present content in an organized and deliberate sequence designed to develop conceptual understanding. It also evaluates how well the materials make explicit the big ideas of science and ground learning in a larger framework. The following items measure Program Coherence. The scale uses a four point response, with a Likert pattern of *Not Evident, Somewhat Evident, Mostly Evident,* or *Strongly Evident*.

13. Program presents content in an organized and deliberate sequence designed to develop conceptual understanding. Facts and concepts are linked and developed in ways that facilitate retrieval and application, and engages student thinking about phenomena, experiences, and knowledge.
14. Program meets and makes explicit the big ideas of science.
15. Program is organized into units, modules or other structures, focused on student learning experiences that provide sufficient time to develop deep understanding of a few concepts.
16. Program provides opportunities for students to apply understanding to new situations, to relate material to real-world experiences and situations, and to draw connections between personal and classroom experiences.
17. Program promotes interdisciplinary and cross-curricular connections.
18. Program contains little or no extraneous material outside of expected grade level standards.

REQUEST FOR PHYSCIAL SCIENCE EQUIVALENCY – Page 1 of 6

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with a) Physical Science courses that prepare students for the Science state assessment, and/or b) Remediation/skill building courses offered in the upper grades for students who failed to meet standard in Science on their initial attempt at the state assessment, when the CTE course meets the following criteria:

7. Standards within the CTE course are aligned to those Physical Science EALRs/GLE's measured by the state assessment.
8. Physical Science EARLs/GLEs are integrated throughout the scope of the course.
9. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and course assessments.

Assurance of Criteria:

1. Do the course standards align to those Physical Science EALRs/GLEs measured by the state assessment? ___ Yes ___ No

1. Are the Physical Science EALRs/GLEs integrated throughout the scope of the course? ___ Yes ___ No

2. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Physical Science Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR PHYSICAL SCIENCE EQUIVALENCY – Page 2 of 6

PHYSICAL SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 1: SYSTEMS (Predictability and Feedback)	
9-12 SYSA: *Feedback* is a process in which the *output* of a *system* provides information used to regulate the operation of the *system*. *Positive feedback* increases the disturbance to a *system*. *Negative feedback* reduces the disturbance to a *system*. • Give examples of a positive *feedback system* and *explain* its regulatory mechanism (e.g., global warming causes Earth's ice caps to melt, reflecting less energy to space, increasing temperatures). • Give examples of a negative *feedback system* and *explain* its regulatory mechanism (e.g., when a human body overheats, it produces sweat that cools the body by evaporation).	
9-12 SYSB: Systems thinking can be especially useful in *analyzing* complex situations. To be useful, a *system* needs to be specified as clearly as possible. • Determine if a *systems* approach will be helpful in answering a *question* or solving a problem. • Represent the *system* with a diagram specifying components, boundaries, flows, and *feedbacks*. • *Describe* relevant *subsystems* and the larger *system* that contains the *system* being analyzed. • Determine how the *system functions* with respect to other *systems*.	
9-12 SYSC: In complex *systems*, entirely new and unpredictable *properties* may emerge. Consequently, modeling a complex *system* in sufficient detail to make *reliable* predictions may not be possible. • Create a simplified *model* of a complex *system*. Trace the possible consequences of a change in one part of the *system* and *explain how* the simplified *model* may not be adequate to reliably *predict* consequences.	
9-12 SYSD: *Systems* can be changing or in *equilibrium*. • *Analyze* whether or not a *system* (e.g., population) is changing or in *equilibrium*. • Determine whether a *state of equilibrium* is static or dynamic (e.g., inflows equal outflows).	
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQA: Scientists *generate* and *evaluate questions* to *investigate* the *natural world*. • *Generate* and *evaluate* a *question* that can be answered through a scientific *investigation*. Critique *questions generated* by others and *explain* whether or not the *questions* are scientific.	
9-12 INQB: Scientific progress requires the use of various methods appropriate for answering different kinds of research *questions*, a thoughtful plan for gathering data needed to answer the *question*, and care in collecting, *analyzing*, and displaying the data. • Plan and conduct a scientific *investigation*, choosing a method appropriate to the *question* being asked. • Collect, *analyze*, and display data using calculators, computers, or other technical devices when available.	
9-12 INQC: *Conclusions* must be logical, based on *evidence*, and consistent with prior *established* knowledge. • Draw *conclusions* supported by *evidence* from the *investigation* and consistent with established scientific knowledge. • Analyze alternative explanations and decide which best fits the data and *evidence*.	
9-12 INQD: The methods and procedures that scientists use to obtain *evidence* must be clearly reported to enhance opportunities for further *investigation*. • Write a detailed laboratory report that includes: the *question* that motivated the study, a justification for the kind of *investigation* chosen, *hypotheses* (if any), a description of what was done, a summary of data in tables and graphs, and a *conclusion*, based on the *evidence*, that responds to the *question*.	

REQUEST FOR PHYSICAL SCIENCE EQUIVALENCY – Page 3 of 6

PHYSICAL SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 2: INQUIRY (Conducting Analysis and Thinking Logically)	
9-12 INQE: The essence of scientific *investigation* involves the development of a *theory* or conceptual *model* that can *generate* testable predictions. • Formulate one or more *hypotheses* based on a *model* or *theory* of a causal *relationship*. Demonstrate creativity and critical thinking to formulate and *evaluate* the *hypotheses*.	
9-12 INQF: *Science* is a human endeavor that involves logical reasoning and creativity and entails the testing, revision, and occasional discarding of theories as new *evidence* comes to light. • *Evaluate* an *investigation* to determine if it was a *valid* means of answering the *question*, and whether or not the results were *reliable*. • *Describe* the development of a scientific *theory* that illustrates logical reasoning, creativity, testing, revision, and replacement of prior *ideas* in light of new *evidence*.	
9-12 INQG: *Public communication among scientists is an essential aspect of research. Scientists evaluate the validity of one another's investigations, check the reliability of results, and explain inconsistencies in findings.* • Participate in a scientific discussion about one's own investigations and those performed by others. • Respond to questions and criticisms, and if appropriate, revise explanations based on these discussions.	
9-12 INQH: *Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others, they cite their sources of information.* • Provide appropriate citations for all ideas, findings, and information used in any and all written reports. • Explain the consequences for failure to provide appropriate citations.	
EALR 4: PHYSICAL SCIENCE – FORCE AND MOTION (Newton's Laws)	
9-11 PS1A: *Average velocity* is defined as a change in position with respect to time. *Velocity* includes both *speed* and direction. • Calculate the *average velocity* of a moving object, given the object's change in position and time. (v = x2-x1/ t2-t1) *a • *Explain how* two objects moving at the same *speed* can have different velocities.	
9-11 PS1B: *Average acceleration* is defined as a change in *velocity* with respect to time. *Acceleration* indicates a change in *speed* and/or a change in direction. • Calculate the *average acceleration* of an object, given the object's change in *velocity* with respect to time. (a = v2-v1/ t2-t1) *a • *Explain how* an object moving at constant *speed* can be *accelerating.*	
9-11 PS1C: An object at rest will remain at rest unless acted on by an unbalanced *force*. An object in *motion* at constant *velocity* will continue at the same *velocity* unless acted on by an unbalanced *force*. (Newton's *First Law of Motion*, the *Law of Inertia*) • Given specific scenarios, *compare* the *motion* of an object acted on by balanced *forces* with the *motion* of an object acted on by unbalanced *forces*.	
9-11 PS1D: A net *force* will cause an object to accelerate or change direction. A less massive object will *speed* up more quickly than a more massive object subjected to the same *force*. (Newton's *Second Law* of *Motion*, F=ma) • *Predict* how objects of different *masses* will *accelerate* when subjected to the same *force*. • Calculate the *acceleration* of an object, given the object's *mass* and the net *force* on the object, using Newton's *Second law* of *Motion* (F=ma).	
9-11 PS1E: Whenever one object exerts a *force* on another object, a *force* of equal magnitude is exerted on the first object in the opposite direction. (Newton's *Third Law* of *Motion*) • Illustrate with everyday examples that for every action there is an equal and opposite reaction (e.g., a person exerts the same *force* on the Earth as the Earth exerts on the person).	

REQUEST FOR PHYSICAL SCIENCE EQUIVALENCY – Page 4 of 6

PHYSICAL SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 4: PHYSICAL SCIENCE – FORCE AND MOTION (Newton's Laws)	
9-11 PS1F: *Gravitation* is a universal attractive *force* by which objects with *mass* attract one another. The gravitational *force* between two objects is proportional to their *masses* and inversely proportional to the square of the distance between the objects. (Newton's *Law* of *Universal Gravitation*) • *Predict* how the gravitational *force* between two bodies would differ for bodies of different *masses* or different distances apart. • *Explain how* the *weight* of an object can change while its *mass* remains constant.	
9-11 PS1G: *Electrical force is a force of nature independent of gravity that exists between charged objects. Opposite charges attract while like charges repel.* • Predict whether two charged objects will attract or repel each other, and explain why.	
9-11 PS1H: *Electricity and magnetism are two aspects of a single electromagnetic force. Moving electric charges produce magnetic forces, and moving magnets produce electric forces.* • Demonstrate and explain that an electric current flowing in a wire will create a magnetic field around the wire (electromagnetic effect). • Demonstrate and explain that moving a magnet near a wire will cause an electric current to flow in the wire (the generator effect).	
EALR 4: PHYSICAL SCIENCE – MATTER PROPERTIES: AND CHANGE (Chemical Reactions)	
9-11 PS2A: *Atoms* are composed of *protons*, *neutrons*, and *electrons*. The *nucleus* of an *atom* takes up very little of the *atom*'s volume but makes up almost all of the *mass*. The *nucleus* contains *protons* and *neutrons*, which are much more massive than the *electrons* surrounding the *nucleus*. *Protons* have a positive charge, *electrons* are negative in charge, and *neutrons* have no net charge. • *Describe* the relative charges, *masses*, and locations of the *protons*, *neutrons*, and *electrons* in an *atom* of an *element*.	
9-11 PS2B: *Atoms* of the same *element* have the same number of *protons*. The number and arrangement of *electrons* determines how the *atom* interacts with other *atoms* to *form molecules* and *ionic arrays*. • Given the number and arrangement of *electrons* in the outermost shell of an *atom*, *predict* the *chemical properties* of the *element*.	
9-11 PS2C: When *elements* are listed in order according to the number of *protons*, repeating *patterns* of physical and *chemical properties* identify families of *elements* with similar *properties*. This Periodic Table is a consequence of the repeating *pattern* of outermost *electrons*. • Given the number of *protons*, identify the *element* using a Periodic Table. • *Explain* the arrangement of the *elements* on the Periodic Table, including the significant *relationships* among *elements* in a given column or row.	
9-11 PS2D: *Ions* are produced when *atoms* or *molecules* lose or gain *electrons*, thereby gaining a positive or negative electrical charge. *Ions* of opposite charge are attracted to each other, forming *ionic bonds*. Chemical formulas for *ionic compounds* represent the proportion of *ion* of each *element* in the *ionic array*. • *Explain how ions* and *ionic bonds* are formed (e.g., sodium *atoms* lose an *electron* and chlorine *atoms* gain an *electron*, then the charged *ions* are attracted to each other and *form* bonds). • *Explain* the meaning of a chemical formula for an *ionic array* (e.g., NaCl).	
9-11 PS2E: *Molecular compounds* are composed of two or more *elements* bonded together in a fixed proportion by sharing *electrons* between *atoms*, forming *covalent bonds*. Such *compounds* consist of well-defined *molecules*. Formulas of *covalent compounds* represent the types and number of *atoms* of each *element* in each *molecule*. • Give examples to illustrate that *molecules* are groups of two or more *atoms* bonded together (e.g., a *molecule* of water is formed when one oxygen *atom* shares *electrons* with two hydrogen *atoms*). • *Explain* the meaning of a chemical formula for a *molecule* (e.g., CH4 or H2O).	

REQUEST FOR PHYSICAL SCIENCE EQUIVALENCY – Page 5 of 6

PHYSICAL SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 4: PHYSICAL SCIENCE – MATTER PROPERTIES: AND CHANGE (Chemical Reactions)	
9-11 PS2F: ***All forms of life are composed of large molecules that contain carbon. Carbon atoms bond to one another and other elements by sharing electrons, forming covalent bonds. Stable molecules of carbon have four covalent bonds per carbon atom.*** • Demonstrate how carbon atoms form four covalent bonds to make large molecules. Identify the functions of these molecules (e.g., plant and animal tissue, polymers, sources of food and nutrition, fossil fuels).	
9-11 PS2G: ***Chemical reactions change the arrangement of atoms in the molecules of substances. Chemical reactions release or acquire energy from their surroundings and result in the formation of new substances.*** • Describe at least three chemical reactions of particular importance to humans (e.g., burning of fossil fuels, photosynthesis, rusting of metals). • Use a chemical equation to illustrate how the atoms in molecules are arranged before and after a reaction. • Give examples of chemical reactions that either release or acquire energy and result in the formation of new substances (e.g., burning of fossil fuels releases large amounts of energy in the form of heat).	
9-11 PS2H: ***Solutions are mixtures in which particles of one substance are evenly distributed through another substance. Liquids are limited in the amount of dissolved solid or gas that they can contain. Aqueous solutions can be described by relative quantities of the dissolved substances and acidity or alkalinity (pH).*** • Give examples of common solutions. Explain the differences among the processes of dissolving, melting, and reacting. • Predict the result of adding increased amounts of a substance to an aqueous solution, in concentration and PH.	
9-11 PS2I: ***The rate of a physical or chemical change may be affected by factors such as temperature, surface area, and pressure.*** • Predict the effect of a change in temperature, surface area, or pressure on the rate of a given physical or chemical change.	
9-11 PS2J: ***The number of neutrons in the nucleus of an atom determines the isotope of the element. Radioactive isotopes are unstable and emit particles and/or radiation. Though the timing of a single nuclear decay is unpredictable, a large group of nuclei decay at a predictable rate, making it possible to estimate the age of materials that contain radioactive isotopes.*** • Given the atomic number and atomic mass number of an isotope, students draw and label a model of the isotope's atomic structure (number of protons, neutrons, and electrons). • Given data from a sample, use a decay curve for a radioactive isotope to find the age of the sample. Explain how the decay curve is derived.	
9-11 PS2K: ***Nuclear reactions convert matter into energy, releasing large amounts of energy compared with chemical reactions. Fission is the splitting of a large nucleus into smaller pieces. Fusion is the joining of nuclei and is the process that generates energy in the Sun and other stars.*** • Distinguish between nuclear fusion and nuclear fission by describing how each process transforms elements present before the reaction into elements present after the reaction.	
EALR 4: PHYSICAL SCIENCE – ENERGYTRANSFER, TRANSFORMATION, AND CONSERVATION	
9-11 PS3A: Although energy can be *transferred* from one object to another and can be *transformed* from one form of energy to another *form*, the total energy in a *closed system* is constant and can neither be created nor destroyed. (*Conservation of Energy*) • *Describe* a situation in which energy is *transferred* from one place to another and *explain how* energy is conserved. • *Describe* a situation in which energy is *transformed* from one *form* to another and *explain how* energy is conserved.	
9-11 PS3B: *Kinetic energy* is the energy of *motion*. The kinetic energy of an object is defined by the equation: EK = ½ MV2 • Calculate the *kinetic energy* of an object, given the object's *mass* and *velocity*.	

REQUEST FOR PHYSICAL SCIENCE EQUIVALENCY – Page 6 of 6

PHYSICAL SCIENCE EALR'S AND GLE'S	Where Taught And How Assessed
EALR 4: PHYSICAL SCIENCE – ENERGYTRANSFER, TRANSFORMATION, AND CONSERVATION	
9-11 PS3C: *Gravitational potential energy* is due to the separation of mutually attracting *masses. Transformations* can occur between *gravitational potential energy* and *kinetic energy*, but the total amount of energy remains constant. • Give an example in which *gravitational potential energy* and *kinetic energy* are changed from one to the other (e.g., a child on a swing illustrates the alternating *transformation* of *kinetic* and *gravitational potential energy*).	
9-11 PS3D: *Waves* (including sound, seismic, light, and water *waves*) *transfer* energy when they interact with *matter*. *Waves* can have different *wavelengths, frequencies*, and *amplitudes*, and travel at different *speeds*. • Demonstrate how energy can be transmitted by sending *waves* along a spring or rope. Characterize physical *waves* by *frequency*, *wavelength*, *amplitude*, and *speed*. • *Apply* these *properties* to the pitch and volume of sound *waves* and to the *wavelength* and magnitude of water *waves*.	
9-11 PS3E: *Electromagnetic waves* differ from physical *waves* because they do not require a medium and they all travel at the same *speed* in a vacuum. This is the maximum *speed* that any object or *wave* can travel. Forms of *electromagnetic waves* include X-rays, ultraviolet, visible light, infrared, and radio. • Illustrate the *electromagnetic spectrum* with a labeled diagram, showing how regions of the spectrum differ regarding *wavelength*, *frequency*, and energy, and how they are used (e.g., infrared in *heat* lamps, microwaves for heating foods, X-rays for medical imaging).	

Appendix M: Equivalency Request Forms for Post-HSPE Preparation Equivalencies

Post- High School Proficiency Exam (HSPE) Course Equivalency Standards

These course equivalency standards are aligned to the College Readiness Standards for advanced courses in English, Mathematics, and Science. Unlike courses in HSPE Preparation equivalencies, these Post-HSPE courses are not designed to prepare students for the state assessment or serve as remedial courses for students who have failed one or more areas on their initial attempt at the state assessment. These courses include upper-level offerings in English, Mathematics, and Science.

To be considered as an equivalency for one of these Post-HSPE subject areas, a CTE course needs to align to only to those College Readiness Standards standards listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought.

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Request for English Equivalency (Post-HSPE)

Recommended Standards and Requirements for English Equivalency (Post-HSPE)

It is recommended that CTE courses be considered equivalent to English/Language Arts courses that are beyond the scope of the HSPE when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for English Arts and/or locally determined curriculum: http://collegereadinesswa.org/.

2. English College Readiness Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

NOTE: For all English/Language Arts courses, it is recommended that a review be made of the Response to Intervention (RTI) Diagnostic Assessment Guide.

REQUEST FOR ENGLISH EQUIVALENCY (POST-HSPE) – Page 1 of 3

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

It is recommended that CTE courses be considered equivalent to English courses that are beyond the scope of the HSPE when the CTE course meets the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for English and/or locally determined curriculum: http://collegereadinesswa.org/.
2. English College Readiness Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to the College Readiness Standards for English? ___ Yes ___ No

2. Are English College Readiness Standards integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the English Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR ENGLISH EQUIVALENCY (POST-HSPE) – Page 2 of 3

COLLEGE READINESS STANDARDS FOR ENGLISH/LANGUAGE ARTS	**Where Taught and How Assessed**
STUDENT ATTRIBUTES	
Demonstrate intellectual engagement.	
Take responsibility for own learning.	
Persevere through the learning process.	
Pay attention to detail.	
Demonstrate ethical behavior.	
Communicate effectively across a variety of audiences and purposes.	
Recognize the role of language in communication.	
Understand that evaluation of one's own and others' communication is a lifelong process.	
Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.	
A. READING, ANALYSIS AND INTERPRETATION	
A.1 Construct meaning from texts.	
A.2 Critically view text; evaluate the qualities of evidence. *[See Reading GLE 2.3.3]*	
A.3 Analyze writer's purpose and evaluate how a writer's style influences different audiences. *[See Reading GLE 2.4.2]*	
A.4 Apply advanced comprehension monitoring strategies before, during, and after reading. *[See Reading GLEs 2.1.3, 2.1.4, 2.1.5, 2.1.7]*	
A.5 Analyze texts to develop insights and/or draw conclusions. *[See Reading GLE 2.4.1, 2.1.7]*	
A.6 Identify genres and read effectively in a variety of genres. *[see Reading GLE 3.4.2]*	
A.7 Analyze recurring themes in non fiction and fiction. *[see Reading GLE 3.4.3]*	

REQUEST FOR ENGLISH EQUIVALENCY (POST-HSPE) – Page 3 of 3

COLLEGE READINESS STANDARDS (CRS) FOR ENGLISH/LANGUAGE ARTS	**Where Taught and How Assessed**
B. WRITING PROCESSES	
B.1 Analyze and select effective strategies for generating ideas and planning writing. *[See Writing GLE 1.1.1]*	
B.2 Compose, revise, and edit text. *[See Writing GLEs 1.2.1, 1.3.1, 1.4.1, 1.6.3]*	
B.3 Use collaborative skills as part of the writing process. *[See Writing GLE 1.6.2]*	
B.4 Apply understanding of multiple and varied audiences to write effectively. [*See Writing GLE 2.1.1]*	
B.5 Make conscious rhetorical choices that respect the cultural backgrounds of potential audiences. *[See Communication GLE 2.3.1]*	
B.6 Analyze, select, or develop effective organizational structures. *[See Writing GLEs 1.5.1, 2.2.1, 2.3.1 and 3.1.2]*	
B.7 Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience. *[See Writing GLEs 3.2.1, 3.2.2, 3.2.3]*	
B.8 Use writing conventions for editing as part of a writing process. *[See Writing GLEs 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8]*	
A. RHETORIC, ANALYSIS AND ARGUMENT	
C.1 Analyze ideas, develop an arguable thesis, and choose specific, relevant details that support the arguable thesis. *[See Writing GLEs 3.1.1, 4.1.2, 4.2.1]*	
C.2 Apply skills to plan and organize effective communication. *[See Communication GLEs 1.2.1, 2.1.1, 3.1.1, 3.3.1]*	
C.3 Evaluate the effect of persuasive techniques and bias in different forms of communication. *[See Communication GLE 1.2.2]*	

Request for Mathematics Equivalency (Post-HSPE)

Recommended Standards and Requirements for Mathematics Equivalency (Post-HSPE)

It is recommended that CTE courses be considered equivalent with Mathematics courses that are not designed to prepare students for the HSPE in Algebra and/or Geometry, when they meet the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for Mathematics or locally determined curriculum.

2. Mathematics College Readiness Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

REQUEST FOR MATHEMATICS EQUIVALENCY (POST-HSPE) – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses be considered equivalent with upper-level Mathematics courses that are not designed to prepare students for the WASL when they meet the following criteria:

1. Standards within the CTE course are aligned to the College-Readiness Standards for Mathematics or locally determined curriculum.
2. Mathematics College Readiness Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to College Readiness Standards for Mathematics? ___ Yes ___ No

2. Are the Mathematics College Readiness Standards integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Mathematics Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR MATHEMATICS EQUIVALENCY (POST-HSPE) – Page 2 of 4

COLLEGE READINESS STANDARDS (CRS) FOR MATHEMATICS	Where Taught and How Assessed
STUDENT ATTRIBUTES	
Demonstrates intellectual engagement.	
Takes responsibility for own learning.	
Perseveres when faced with time-consuming or complex tasks.	
Pays attention to detail.	
1. REASONING/PROBLEM-SOLVING	
1.1 Analyze a situation and describe the problem(s) to be solved.	
1.2 Formulate a plan for solving the problem.	
1.3 Use logical reasoning and mathematical knowledge to obtain and justify correct solutions.	
2. COMMUNICATION	
2.1 Summarize and interpret mathematical information that may be in oral or written formats.	
2.2 Use symbols, diagrams, graphs, and words to clearly communicate mathematical ideas, reasoning, and their implications.	
2.3 Produce mathematically valid oral, written, and/or symbolic arguments to support a position or conclusion, using both mathematical and everyday language.	
3. CONNECTIONS	
3.1 Use mathematical ideas and strategies to analyze relationships within mathematics and in other disciplines and real life situations.	
3.2 Understand the importance of mathematics as a language.	

REQUEST FOR MATHEMATICS EQUIVALENCY (POST-HSPE) – Page 3 of 4

COLLEGE READINESS STANDARDS (CRS) FOR MATHEMATICS	**Where Taught and How Assessed**
3.3 Make connections by using multiple representations, e.g., analytic, numeric, and geometric.	
3.4 Abstract mathematical models from word problems, geometric problems, and applications.	
4. NUMBER SENSE	
4.1 Understand the concept of real numbers.	
4.2 Accurately and efficiently compute with real numbers in all forms, including rational exponents and scientific notation. *[see GLE 1.1.6, 1.1.7]*	
4.3 Apply estimation strategies using real numbers *[see GLE 1.1.8]*	
4.4 Understand the concept of complex numbers and perform computations with complex numbers.	
5. GEOMETRY	
5.1 Make and test conjectures about 2-D figures (polygons and circles) and 3-D figures (spheres, right prisms and pyramids, right circular cylinders and cones), or figures constructed from these shapes. *[see GLE 1.3.1]*	
5.2 Represent the relevant features of a physical situation using 2-D figures with and without a coordinate system. *[see GLE 1.3.3, Grades 9/10]*	
5.3 Use properties of and relationships between 2-D or 3-D figures to draw and justify conclusions about a situation represented with such figures with or without a coordinate system. *[see GLE 1.3.2, 1.3.3, 1.3.4 (grades 8, 9/10)]*	
5.4 Recognize and apply the basic right triangle trigonometric relationships (sine, cosine, and tangent) to solve problems.	
6**. PROBABILITY/STATISTICS**	
6.1 Use empirical/ experimental and theoretical probability to investigate, represent, solve, and interpret the solutions to problems involving uncertainty (probability) or counting techniques. *[see GLEs 1.4.1, 1.4.2 (grades 7, 8]*	
6.2 Develop informative tables, plots, and graphic displays to accurately represent and study data.	
6.3 Develop and evaluate inferences and predictions that are based on data.	

REQUEST FOR MATHEMATICS EQUIVALENCY (POST-HSPE) – Page 4 of 4

COLLEGE READINESS STANDARDS (CRS) FOR MATHEMATICS	**Where Taught and How Assessed**
6.4 Create and evaluate the suitability of linear models for a data set. *[see GLEs 1.4.4 (grade 9/10), 1.4.5 (grades 8, 9/10)]*	
7. ALGEBRA	
7.1 Recognize and use appropriate concepts, procedures, definitions, and properties to simplify expressions and solve equations.	
7.2 Combine and simplify algebraic expressions that contain polynomials, rational expressions, radicals, or rational exponents.	
7.3 Solve various types of equations and inequalities numerically, graphically, and algebraically; interpret solutions algebraically and in the context of the problem; distinguish between exact and approximate answers. *[see GLE 1.5.6, grade 9/10]*	
7.4 Demonstrate an understanding of matrices and their applications.	
7.5 Demonstrate an understanding of sequences and series.	
8. FUNCTIONS	
8.1 Recognize functional relationships presented in words, tables, graphs, and symbols. [see GLE 1.5.3]	
8.2a Represent basic functions (linear, quadratic, exponential, and reciprocal) and piecewise-defined functions (varying over subintervals of the domain) using and translating among words, tables, graphs, and symbols. *[see GLEs 1.5.2, 1.5.4]*	
8.2 b Represent basic functions listed above, piecewise-defined functions (varying over sub-intervals of the domain), and the following advanced functions (cubic, quartic, logarithmic, square root, cube root, absolute value, and rational functions of the type f(x) = 1/ x-a) using and translating among words, tables, graphs, and symbols.	
8.3 Analyze and interpret features of a function.	
8.4 Model situations and relationships using a variety of basic functions (linear, quadratic, logarithmic, exponential, and reciprocal) and piecewise-defined functions. *[see GLE 1.5.4]*	
8.5 Recognize, analyze, and interpret inverse functions.	
8.6 Recognize, analyze, interpret, and model with trigonometric functions.	

Request for Science Equivalency (Post-HSPE)

Recommended Standards and Requirements for Science Equivalency (Post-HSPE)

It is recommended that CTE courses be considered equivalent with Science courses that are not designed to prepare students for the state assessment, when they meet the following criteria:

1. Standards within the CTE course are aligned to the College Readiness Standards for Science or locally determined curriculum.

2. Science College Readiness Standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and course assessments.

REQUEST FOR SCIENCE EQUIVALENCY (POST-HSPE) – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered equivalent with upper-level Science courses that are not designed to prepare students for the state assessment, when they meet the following criteria:

1. Standards within the CTE course are aligned to the College-Readiness Standards for Science or locally determined curriculum.
2. Science College Readiness Standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 is demonstrated through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Do the course standards align to the College Readiness Standards for Science? ___ Yes ___ No

2. Are the Science College Readiness Standards integrated throughout the scope of the course? ___ Yes ___ No

2. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Science Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR SCIENCE EQUIVALENCY (POST-HSPE) – Page 2 of 4

COLLEGE READINESS STANDARDS (CRS) FOR SCIENCE	**Where Taught and How Assessed**
STUDENT ATTRIBUTES	
Demonstrate intellectual engagement.	
Take responsibility for own learning.	
Persevere through the learning process.	
Pay attention to detail.	
Demonstrate ethical behavior.	
Communicate effectively across a variety of audiences and purposes.	
Effectively read, parse, and organize information presented in questions/problems in order to formulate solutions.	
A. BIG IDEAS IN SCIENCE	
A.1 Physical Science, Life Science, Earth/Space Science	
B. SCIENTIFIC INQUIRY AND THE NATURE OF SCIENCE	
B.1 Demonstrate understanding of the differences between observation, hypothesis, theory and law.	
B.2 Understand how to plan and conduct scientific investigations using proper data collection and observation methods. [See GLE 2.1.2]	
B.3 Synthesize a scientific explanation using evidence and data and defend it with logic, and if necessary revise the explanation to account for new evidence. [See GLE 2.1.3]	
B.4 Use physical, conceptual and mathematical models to represent and investigate objects, events, systems and processes. [See GLE 2.1.4]	
B.5 Using both oral and written skills, present and produce reports on scientific investigations, explanations of objects, events, systems, and processes. [See GLE 2.1.5]	

REQUEST FOR SCIENCE EQUIVALENCY (POST-HSPE) – Page 3 of 4

COLLEGE READINESS STANDARDS (CRS) FOR SCIENCE	Where Taught and How Assessed
B.6 Analyze scientific theories, methods and conclusions for validity and reliability. [See GLEs 2.2.1, 2.2.2 and 2.2.4]	
B.7 Understand how scientific knowledge is dynamic [See GLE 2.2.5]	
C. SCIENCE AND SOCIETY	
C.1 Analyze local, regional, national, and global problems or challenges in which scientific designs can be or have been used to develop a solution. [see GLE 3.1.1]	
C.2 Recognize that scientific knowledge and technological advances are discovered and developed by individuals and communities in all cultures of the world. [see GLE 3.2.1]	
C.3 Analyze how the scientific enterprise and technological advances have had both positive and negative impacts on society and Earth. [see GLE 3.2.2]	
C.4 Analyze the effects human activities have on Earth's capacity to sustain biological diversity. [see GLE 3.2.4]	
QUANTITATIVE ANALYSIS	
D.1 Apply concepts and procedures from algebra to analyze data. [see TMP Standard 7]	
D.2 Apply concepts and procedures from analytic geometry to analyze data.	
D.3 Use mathematical knowledge and logical reasoning to define and solve problems. [See TMP, Standard 1].	
D.4 Use symbols, diagrams and graphs to clearly communicate mathematical ideas, reasoning and their implications. (see TMP 2.2)	
D.5 Accurately apply concepts and procedures from measuring, estimating, probability and statistics to analyze data. [see TMP, Standard 6]	
D.6 Accurately apply concepts and procedures from proportional reasoning to analyze data.	

REQUEST FOR SCIENCE EQUIVALENCY (POST-HSPE) – Page 4 of 4

COLLEGE READINESS STANDARDS (CRS) FOR SCIENCE	Where Taught and How Assessed
E. TECHNOLOGY	
E.1 Use technology in scientific literature research (information literacy).	
E.2 Use technology to conduct scientific investigations, and analyze and present scientific data.	
F. COMMUNICATION	
F.1 Use appropriate terminology and technology to communicate scientific knowledge.	
F.2 Communicate scientific information and defend scientific arguments both orally and in writing. [National Science Education Standards]	

Appendix N: Equivalency Request Forms for CBA and CBPA Equivalencies

Classroom-Based Assessment (CBA) and Classroom-Based Performance Assessment (CBPA) Course Equivalency Standards

These equivalency standards are aligned to standards measured by state defined Classroom-Based Assessments (CBA's) or Classroom-Based Performance Assessments (CBPA's) through which students demonstrate mastery of required standards for subject areas not measured by the High School Proficiency Exam (HSPE). These subject areas which utilize CBA's and CBPA's for assessment include Art, Social Studies and Health and Fitness.

To be considered as an equivalency for one of CBA or CBPA subject areas, a CTE course needs align to the standards of one CBA or CBPA listed on the **Equivalency Request Form** for the subject area for which the equivalency is sought and integrate the one CBA or CBPA in the course. A locally developed CBA or CBPA equivalency may be used if approved by the district.

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Request for Arts Equivalency (Dance, Music, Theatre, Visual Arts)

State Board Approved Arts Courses – No Approval Process Needed

The following are recognized by the State Board of Education as approved Arts courses:

- **Dance** such as: contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, square dance, etc.
- **Music** such as: general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, recording studio, etc.
- **Theatre** such as: acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespeare literature and performance, International Baccalaureate (IB) Theatre, etc.
- **Visual Arts** classes include and are not limited to: drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, International Baccalaureate (IB), etc.

The following CTE Courses and CIP Codes fall within these categories of approved Arts courses and as such should be treated as equivalent to the Arts:

100202	Video and Television Technology/Technician
100203	Recording Arts and Sound Reinforcement Technology
100290	Multimedia Communications
100301	Graphics Communications
100203	Recording Arts and Sound Reinforcement Technology
100303	Prepress/Desktop Publishing and Digital Imaging
100304	Animation Technology/Video Graphics and Special Effects
100305	Graphics and Printing Equipment Operator and General Production
110801	Webpage/Digital/Multimedia and information Design
110803	Video Game Design/Digital Computer Animation for Game Design
500406	Commercial Photography
500402	Graphic Design
500713	Metal and Jewelry Design
500502	Stagecraft Technician
100202	Video Production/Broadcasting

Standards for Arts Equivalencies Outside State Board of Education Approved Courses

It is recommended that CTE courses outside of these categories be considered as Arts equivalencies when they meet the following criteria:

1. Include the latest Arts citations and requirements. Refer to the OSPI Arts page at http://www.k12.wa.us/Arts/default.aspx for more information.
2. Include one of the state approved 10th grade Visual/Performing Arts Classroom-Based Performance Assessments (CBPAs) as listed on the OSPI Website at http://www.k12.wa.us/Arts/CBPAs/default.aspx, or a district-approved equivalent CBA.
3. Integrate EALRs/GLE's assessed by the selected Visual/Performing Arts CBA throughout the scope of the course.
4. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

REQUEST FOR ARTS EQUIVALENCY (Dance, Music, Theatre, Visual Arts) – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code, Title, and Credits:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

According to the State Board of Education, Performing Arts classes include classes that contain a performance component such as: dance, music, and theatre classes. As such, all CTE courses that fall within these categories will be treated as equivalent to Performing Arts

CTE courses outside of these categories will be considered as Arts equivalencies when they meet the following criteria:

1. Include one of the state approved 10th grade Arts Classroom-Based Performance Assessments (CBPA's) as listed on the OSPI website or district-approved equivalent CBPA.
2. Integrate EALRs/GLE's assessed by the selected CBPA throughout the scope of the course.
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments

Assurance of Criteria:

1. Identify the state-approved Arts CBPA or district-approved equivalent Arts CBPA you have included in your course:

☐ Poetry in Performance (Dance)	☐ The Melody of Your Dreams (Music)	☐ Auditioning with Pantomime (Theatre)	☐ A Vegetarian Palette-Still Life (Visual Arts)
☐ Art in Action (Dance)	☐ Documentary Theme Song (Music)	☐ You're History! (Theatre)	☐ Snack Time-Photography (Visual Arts)
☐ The Audition (Dance)	☐ Festival Time Solo (Music)	☐ On the Spot (Theatre)	☐ A Zoo Mug 3-D Ceramic Vessel (Visual Arts)
☐ Moving Toward Alignment (Dance)	☐ Festival Time Ensemble (Music)	☐ Getting the Part (Theatre)	
	☐ Sounds of Music (Music)	☐ Speaking the Speech (Theatre)	
	☐ Pit Orchestra Audition (Music)	☐ The Play's The Thing? (Theatre)	

☐ District-approved equivalent CBPA is used (Give Title)_____

2. Does course include scaffolding activities that target the EALRs/GLEs measured by the selected CBPA? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Arts Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR ARTS EQUIVALENCY (Performing Arts – Dance, Music, Theatre, Visual Arts) – Page 2 of 4

Key for Arts Classroom-Based Performance Assessments (CBPA's):

A. Poetry in Performance (Dance)
B. Art in Action (Dance)
C. The Audition (Dance)
D. Moving Toward Alignment (Dance)
E. The Melody of Your Dreams (Music)
F. Documentary Theme Song (Music)
G. Festival Time Solo (Music)
H. Festival Time Ensemble (Music)
I. Sounds of Music (Music)
J. Pit Orchestra Audition (Music)
K. Auditioning with Pantomime (Theatre)
L. You're History! (Theatre)
M. On the Spot (Theatre)
N. Getting the Part (Theatre)
O. Speaking the Speech (Theatre)
P. The Play's The Thing? (Theatre)
Q. A Vegetarian Palette-Still Life (Visual Arts)
R. Snack Time-Photography (Visual Arts)
S. A Zoo Mug 3-D Ceramic Vessel (Visual Arts)

Z. District-approved equivalent CBPA is used (Identify EALR Targets in Table Below)_____

CBPA's and EALR Targets ("X") (See above)																			THE ARTS EALRs and *GRADE LEVEL BENCHMARKS*	Where Taught and How Assessed
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	Z	
																				1.0 The student understands and applies arts knowledge and skills in dance, music, theatre and visual arts.	
X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X		1.1. Understands and applies arts concepts and vocabulary. • *Analyzes, creates, and evaluates art works and/or performances in dance, music, theatre and/or visual arts using arts concepts and vocabulary.*	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		1.2. Develops arts skills and techniques. • *Applies, examines and refines arts skills and techniques.*	
																				1.3. Understands and applies arts genres and styles from various artists, cultures, and times. • *Analyzes, creates and evaluates art works and performances based on arts genres and styles from various artists, cultures and times.*	
																				1.4. Understands and applies audience conventions in a variety of arts settings and performances. • *Applies, analyzes and evaluates audience conventions and responsibilities according to style and culture.*	

REQUEST FOR ARTS EQUIVALENCY (Performing Arts – Dance, Music, Theatre, Visual Arts) – Page 3 of 4

CBPA's and EALR Targets ("X") (See above)																				THE ARTS EALRs and *GRADE LEVEL BENCHMARKS*	Where Taught and How Assessed
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	Z		
																				2.0 The student demonstrates thinking skills using artistic processes of creating, performing/presenting and responding, in dance, music, theatre and visual arts.	
X	X	X	X	X	X											X	X	X		2.1. Applies a creative process in the arts (dance, music, theatre and visual arts): • Identifies audience and purpose. • Explores, gathers, and interprets information from diverse sources. • Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. • Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. • Reflects for the purpose of self-evaluation and improvement of the creative work. • Refines work based on feedback, self-reflection, and aesthetic criteria. • Presents work to others in a performance, exhibition, and/or production. • *Develops art works and/or performances using a creative process working towards independence with teacher mentoring.*	
X	X	X	X			X	X	X								X	X	X		2.2 Applies a performance process in the arts (dance, music, theatre and visual arts): • Identifies audience and purpose of the work and/or performance. • Selects artistic resources, materials and/or repertoire to create, perform and present. • Analyzes the structure, context and/or aesthetics of the work. • Interprets meaning through personal understanding of the work and/or performance. • Rehearses, adjusts, and refines through evaluation, reflection and problem solving. • Presents, exhibits, and produces work and/or performance for others. • Reflects and self-evaluates work and/or performance to set goals. • *Develops work using a performance process working towards independence with teacher mentoring.*	
X	X			X	X	X	X			X						X		X		2.3 Applies a responding process to an arts presentation of dance, music, theatre and visual arts): • Engages the senses actively and purposefully in perceiving the work. • Describes what is seen, felt and/or heard (perceived/experienced). • Analyzes the use and organization of elements, principles, foundations, skills and techniques. • Interprets meaning based on personal experiences and knowledge. • Evaluates and justifies using supportive evidence and aesthetic criteria. • *Applies a responding process to an arts presentation working towards independence with teacher mentoring.*	

REQUEST FOR ARTS EQUIVALENCY (Performing Arts – Dance, Music, Theatre, Visual Arts) – Page 4 of 4

CBPA's and EALR Targets ("X") (See above)																				THE ARTS EALRs and *GRADE LEVEL BENCHMARKS*	Where Taught and How Assessed
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	Z		
																				3.0 The student communicates through the arts (Dance, Music, Theatre and Visual Arts).	
X	X			X												X	X	X		1.1. Uses the arts to express and present ideas and feelings. • *Expresses ideas and feelings using artistic symbols in a variety of genres and styles working towards independence with teacher mentoring.*	
		X	X			X	X									X	X	X		1.2. Uses the arts to communicate for a specific purpose. • *Analyzes how the deliberate use of artistic elements communicates for a specific purpose working towards independence with teacher mentoring.*	
		X	X																	3.3. Develops personal aesthetic criteria to communicate artistic choices. • *Analyzes and evaluates how personal aesthetic choices are influenced and reflected in art works and/or performances working towards independence, with teacher mentoring.*	
																				4.0 The student makes connections within and across the arts (Dance, Music, Theatre and Visual Arts), to other disciplines, life, cultures and work.	
X	X																			4.1. Demonstrates and analyzes the connections among the arts disciplines. • *Analyzes and evaluates arts presentations that integrate two or more arts disciplines.*	
		X																		4.2. Demonstrates and analyzes the connections between the arts and other content areas. • *Analyzes and evaluates skills within and across the arts and other content areas.*	
		X																		4.3. Understands how the arts impact and reflect lifelong choices. • *Analyzes and evaluates how the arts impact economic choices.*	
																				4.4. Understands how the arts influence and reflect culture/civilization, place and time. • *Analyzes and evaluates how the arts shape/influence and reflect culture, place and history.*	
																X	X	X		4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts. • *Analyzes and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.*	

Request for Fitness Year One Equivalency

Recommended Standards and Requirements for Fitness Year One Equivalency

It is recommended that CTE courses be considered Fitness Year One equivalencies when they meet the following criteria:

1. Include one of the following state approved High School Health and Fitness Classroom Based Assessments (CBAs) as listed on the OSPI Website at http://www.k12.wa.us/HealthFitness/Assessments.aspx, or a district-approved equivalent CBA.

2. Integrate Fitness Year One EALRs/GLEs assessed by the selected CBA throughout the scope of the course. EALRs and GLEs may be found here.

3. Demonstrate evidence of criteria 1 and 2 through the course syllabus, framework/curriculum map and assessments.

REQUEST FOR FITNESS YEAR ONE EQUIVALENCY – Page 1 of 4

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered Fitness Year One equivalencies when they meet the following criteria:

1. Include one of the state approved 10th grade Health and Fitness Classroom Based Assessments (CBAs), or a district-approved equivalent CBA.
2. Integrate Fitness Year One EALRs/GLEs assessed by the selected CBA throughout the scope of the course
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Identify the state approved Health and Fitness CBA you have included in your course:

☐ Cafeteria Choices ☐ Fitness Planning ☐ Concepts of Health and Fitness

☐ District-approved equivalent CBA is used (Give Title) _____

2. Are the Fitness Year One EALRs/GLEs measured by the selected CBA integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Fitness Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR FITNESS YEAR ONE EQUIVALENCY – Page 2 of 4

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Cafeteria Choices B. Fitness Planning C. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)				FITNESS YEAR 1 EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	Z		
	X	X		**EALR 1: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN AN ACTIVE LIFE: MOVEMENT, PHYSICAL FITNESS, AND NUTRITION.**	
				Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.	
				1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. • Demonstrates proficiency in complex motor skills, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, or dance. • Evaluates the importance of practice in improving performance	
				1.1.5 Applies understanding of movement concepts. • Applies activities that integrate movement concepts. • Integrates biomechanical principles and uses these principles to assess performance in a variety of movement forms.	
		X		**Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.**	
		X		1.2.1 Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness • Predicts the risk level of various activities. • Demonstrates safety in fitness activities and personal health and fitness plan • Uses a personal risk assessment tool before beginning physical activity (sport, fitness, leisure, or dance)	
				1.2.2 Applies skills and strategies necessary for effective participation in physical activities. • Uses teamwork, tactical strategies, social interactions, sportsmanship, and fair play.	
	X	X		**Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**	
	X	X		1.3.1 Analyzes the components of health-related fitness. • Draws conclusions from the components of health-related fitness in setting individual fitness goals.	
	X	X		1.3.2 Analyzes the progress of a personal health and fitness plan. • Compares and contrasts personal progress in relationship to national physical fitness standards. • Integrates various personal monitoring systems that assess the components of health-related fitness in relation to the FITT principle. • Integrates training principles and phases of a workout to a personal health and fitness plan • Draws conclusions of the effectiveness of the personal health and fitness plan and realigns goals	

REQUEST FOR FITNESS YEAR ONE EQUIVALENCY – Page 3 of 4

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Cafeteria Choices B. Fitness Planning C. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)				FITNESS YEAR 1 EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	Z		
X		X		**EALR 1: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN AN ACTIVE LIFE: MOVEMENT, PHYSICAL FITNESS, AND NUTRITION.**	
		X		**Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.**	
				1.4.1 Applies the components of skill-related fitness to physical activity. • Predicts skill-related fitness in a physical activity. • Applies components of skill-related fitness in a health and fitness plan. • Applies components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, and dance. • Shows correlation between components of skill-related fitness and components of health-related fitness as it relates to overall fitness and physical performance.	
		X		1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation. • Integrates components of skill-related fitness as it relates to occupations, careers, and recreation.	
X		X		**Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance**	
X		X		1.5.1 Analyzes the relationship of nutrition planning to physical performance and body composition • Compares functions of nutrients and draws conclusions for individual needs based on dietary guidelines. • Draws conclusions from food labels for calories, nutrient density, types of fats, empty calories, and makes recommendations on healthy choices. • Distinguishes personal nutritional goals and monitors progress. • Compares and contrasts a diet and evaluates the relationship to physical performance.	
		X		1.5.2 Evaluates how nutritional requirements change. • Evaluates how nutritional needs change based on caloric needs, basal metabolic rate, and special conditions of various populations.	
X				1.5.3 Analyzes the effectiveness of various nutritional products. • Analyzes nutritional products and supplements for their value and effectiveness, purpose, and necessity in a healthy diet.	
				1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body. • Compares and contrasts warning signs and behaviors associated with eating disorders. • Analyzes how healthy and unhealthy eating patterns impact the functioning of the human body. • Gives examples of health agencies available in the community.	

REQUEST FOR FITNESS YEAR ONE EQUIVALENCY – Page 4 of 4

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Cafeteria Choices B. Fitness Planning C. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)				FITNESS YEAR 1 EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	Z		
	X	X		**EALR 4: THE STUDENT EFFECTIVELY ANALYZES PERSONAL INFORMATION TO DEVELOP INDIVIDUALIZED HEALTH AND FITNESS PLANS.**	
	X	X		**Component 4.1: Analyzes personal health and fitness information.**	
	X	X		Analyzes daily health and fitness habits. • Analyzes a personal health and fitness plan, critiquing individual health behaviors (e.g., diet, sleep, activity, fitness, and hydration). • Sets goals for daily health and fitness improvement.	
				Analyzes career opportunities in health and fitness. • Compares and contrasts various career opportunities in health and fitness.	
	X	X		**Component 4.2: Develops and monitors a health and fitness plan.**	
	X	X		Evaluates concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals. • Chooses appropriate goal setting strategies in creating a personal health and fitness plan • Chooses time-management skills in creating a personal health and fitness plan. • Selects and participates in a variety of physical activities. • Selects health, fitness, and nutrition concepts in developing and implementing a personal health and fitness plan, based on personal interests and life goals (fitness, nutrition, stress management, and personal safety). • Chooses a short and long-term monitoring system for a personal health and fitness plan. • Evaluates and adjusts goals to make a new personal health and fitness plan as health/fitness/life changes occur.	
				Understands barriers to physical activity and a healthy lifestyle. • Describes barriers to physical activity and promotes strategies to overcome them.	

Request for Health Equivalency

Recommended Standards and Requirements for Health Equivalency

It is recommended that CTE courses be considered Health equivalencies when they meet the following criteria:

1. Include one of the following state approved High School Health and Fitness Classroom Based Assessments (CBAs) as listed on the OSPI Website at http://www.k12.wa.us/assessment/WASL/HealthFitness/default.aspx, or a district-approved equivalent CBA.

2. Integrate Health EALRs/GLEs assessed by the selected CBA throughout the scope of the course. EALRs and GLEs may be found here.

3. Demonstrate evidence of criteria 1 and 2 through the course syllabus, framework/curriculum map and assessments.

REQUEST FOR HEALTH EQUIVALENCY – Page 1 of 5

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered Health equivalencies when they meet the following criteria:

1. Include one of the state approved 10th grade Health and Fitness Classroom Based Assessments (CBA's), or a district-approved equivalent CBA.
2. Integrate Health EALRs/GLE's assessed by the selected CBA throughout the scope of the course
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments

Assurance of Criteria:

1. Identify the state approved Health and Fitness CBA you have included in your course:

- ☐ Dear "Stressed and Depressed"
- ☐ Cafeteria Choices
- ☐ New Student Orientation
- ☐ Cut the Conflict
- ☐ Fitness Planning
- ☐ A Letter to the Publisher
- ☐ District-approved equivalent CBA is used (Give Title) _____

2. Are the Health EALRs/GLEs measured by the selected CBA integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

- ☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide
- ☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Health Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR HEALTH EQUIVALENCY – Page 2 of 5

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Dear "Stressed and Depressed"
B. Cut the Conflict
C. New Student Orientation
D. A Letter to the Publisher
E. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and their EALR/GLE Targets (See Above)						HEALTH EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	D	E	Z		
				X		**EALR 2: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN A HEALTHY LIFE: RECOGNIZES DIMENSIONS OF HEALTH, RECOGNIZES STAGES OF GROWTH AND DEVELOPMENT, REDUCES HEALTH RISKS, AND LIVES SAFELY.**	
						Component 2.1: Understands foundations of health.	
						2.1.1 Evaluates dimensions of health and relates to personal health behaviors. • Concludes how personal wellness is negatively affected when an element(s) of dimensions of health is neglected. • Critiques health and fitness data to make predictions and recommendations for lifelong wellness.	
				X		**Component 2.2: Understands stages of growth and development.**	
				X		2.2.1 Analyzes the physiological and psychological changes throughout the lifetime. • Analyzes metabolic changes as individuals transition from early to late adulthood. • Analyzes psychological changes as individuals transition from early to late adulthood. • Analyzes the importance of maintaining cardio-respiratory and muscular fitness throughout life.	
						2.2.2 Understands how to maintain sexual health throughout life. • The Healthy Youth Act (RCW 28A.300.475) provides a framework for schools that choose to offer sexual health education as a component of their broader health curriculum. School districts that provide sexual health education must be in compliance with this GLE and be consistent with the 2005 Guidelines for Sexual Health and Disease Prevention	
						2.2.3 Evaluates hereditary factors affecting growth, development, and health. • Evaluates hereditary factors using a personal health risk assessment tool. • Draws conclusions about personal health history (heart, cancer, alcoholism, anger, stress, etc.).	
				X		**Component 2.3: Understands the concepts of prevention and control of disease.**	
						2.3.1 Analyzes personal health practices, and how they affect communicable diseases. • Analyzes prevention, causative factors, transmission, and treatment of communicable diseases. • Analyzes how factors (personal health practices, environmental factors, policies, research, and health-care resources) affect communicable diseases.	

REQUEST FOR HEALTH EQUIVALENCY – Page 3 of 5

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Dear "Stressed and Depressed"
B. Cut the Conflict
C. New Student Orientation
D. A Letter to the Publisher
E. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)						HEALTH EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	D	E	Z		
X	X	X		X		**EALR 2: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN A HEALTHY LIFE: RECOGNIZES DIMENSIONS OF HEALTH, RECOGNIZES STAGES OF GROWTH AND DEVELOPMENT, REDUCES HEALTH RISKS, AND LIVES SAFELY.**	
		X		X		2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases. • Analyzes prevention, causative factors, and treatment of non-communicable diseases. • Analyzes non-communicable diseases associated with poor nutrition, lack of sleep, inadequate exercise, and substance abuse. • Analyzes non-communicable diseases and their impact on local and/or world populations.	
X	X			X		**Component 2.4: Acquires skills to live safely and reduce health risks.**	
	X					2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely. • Describes emotional triggers and identifies responses. • Understands skills related to anger management, conflict resolution, refusal skills, and situational context clues. • Describes strategies used to prevent, manage, and resolve conflict in healthy ways and identifies adults, peers, and community resources that might assist in school and workplace settings. • Understands appropriate/inappropriate use of technology. • Understands types of abuse (neglect, emotional/psychological, physical, and sexual) and appropriate resources. • Understands knowledge of laws, resources, and reporting procedures in school and community.	
				X		2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. • Chooses and demonstrates first-aid procedures that are appropriate for basic life support and automatic external defibrillation (AED), caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	
X				X		2.4.3 Analyzes stress and how it relates to personal stress-management strategies. • Compares stages of stress. • Points out ways to prevent and cope with stress.	

REQUEST FOR HEALTH EQUIVALENCY – Page 4 of 5

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Dear "Stressed and Depressed"
B. Cut the Conflict
C. New Student Orientation
D. A Letter to the Publisher
E. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)						HEALTH EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	D	E	Z		
X		X				**EALR 2: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN A HEALTHY LIFE: RECOGNIZES DIMENSIONS OF HEALTH, RECOGNIZES STAGES OF GROWTH AND DEVELOPMENT, REDUCES HEALTH RISKS, AND LIVES SAFELY.**	
X						2.4.4 Creates personal stress-management strategies. • Designs a plan for preventing, reducing, and coping with stress. • Designs time-management plans, organizational skills, and goal-setting plans to reduce stress.	
		X				2.4.5 Analyzes the stages of addiction and dependency and the impact on the individual, family, and society. • Compares and contrasts the physical, social, and emotional indicators of possible substance abuse. • Compares and contrasts the physical and psychological stages of dependency. • Compares and contrasts types of codependency. • Distinguishes how cultural and community norms influence use and abuse of drugs.	
		X				2.4.6 Understands legal implications of drug, alcohol, and tobacco use. • Interprets school, community, state, and federal laws concerning drug, tobacco, and alcohol use. • Illustrates the relationship between alcohol and other drug use and the incidence of accidents/crimes. • Gives examples of the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.	
		X				2.4.7 Analyzes various treatment options and recovery processes. • Distinguishes types of treatment and support organizations to help manage addiction/dependency.	
						EALR 3: THE STUDENT ANALYZES AND EVALUATES THE IMPACT OF REAL-LIFE INFLUENCES ON HEALTH.	
						Component 3.1: Understands how family, culture, and environmental factors affect personal health.	
						3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors. • Points out ways a family might influence the health of its members. • Selects appropriate strategies to support healthy family/cultural habits on a personal level.	

REQUEST FOR HEALTH EQUIVALENCY – Page 5 of 5

Key for Health and Fitness Classroom Based Assessments (CBA's):

A. Dear "Stressed and Depressed"
B. Cut the Conflict
C. New Student Orientation
D. A Letter to the Publisher
E. Concepts of Health and Fitness

Z. District-approved equivalent CBA is used (Identify EALR/GLE Targets in Table Below) _____

CBA's and EALR/GLE Targets (See Above)						HEALTH EALR'S AND GLE'S	Where Taught and How Assessed
A	B	C	D	E	Z		
X	X	X	X	X		**EALR 3: THE STUDENT ANALYZES AND EVALUATES THE IMPACT OF REAL-LIFE INFLUENCES ON HEALTH.**	
						3.1.2 Analyzes how environmental factors impact health. • Draws conclusions on how air, water, noise, and chemical pollution affect health. • Draws conclusions on environmental policies and practices and the impact on health.	
						3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices. • Critiques different occupations and analyzes potential environmental hazards associated with the career. • Compares and contrasts occupational/career choices and their relationship to health and fitness. • Concludes how family and culture impacts choosing healthy places to live, work, and recreate.	
X	X	X	X	X		**Component 3.2: Evaluates health and fitness information.**	
X	X	X	X	X		3.2.1 Evaluates health and fitness information, products, and services. • Evaluates the accuracy and usefulness of health information and products. • Critiques reliable sources of information. • Critiques agencies, businesses, and organizations providing reliable services. • Weighs the effects of media and technology on personal and community health policies, products, and health promotions.	
						3.2.2 Creates health and fitness messages in media. • Develops effective health and fitness messages in media.	
	X					**Component 3.3: Evaluates the impact of social skills on health.**	
	X					3.3.1 Analyzes conflict situations • Points out effective communication skills. • Points out a conflict arising. • Points out effective conflict resolution skills. • Compares and contrasts appropriate school and community resources to assist in resolving conflict situations. • Compares and contrasts the effects of positive and negative peer pressure.	

Request for Social Studies Equivalency (Civics, History, Geography, and Economics)

Recommended Standards and Requirements for Social Studies Equivalency

It is recommended that CTE courses be considered Social Studies equivalencies when they meet the following criteria:

1. Include one of the following state approved high school Social Studies Classroom Based Assessments (CBAs) as listed on the OSPI website at http://www.k12.wa.us/SocialStudies/CBAs/default.aspx, or a district-approved assessment or other strategy.

2. Integrate EALRs/GLEs throughout the scope of the course, including assessment by the selected CBA or other strategy chosen by the district. (View the social studies standards at the following website: http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf.)

3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 1 of 9

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered Social Studies equivalencies when they meet the following criteria:

1. Include one of the following state approved high school Social Studies Classroom Based Assessments (CBA's) as listed on the OSPI Website, or district-approved equivalent CBA.
2. Integrate EALRs/GLE's assessed by the selected CBA throughout the scope of the course
3. Demonstrate evidence of criteria 1 and 2 through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. Identify the state approved Social Studies CBA you have included in your course:

- ☐ Checks and Balances (Civics)
- ☐ US Foreign Policy (Civics)
- ☐ Constitutional Issues (Civics)
- ☐ Technology through the Ages (History)
- ☐ Cultural Interactions (History, Geography)
- ☐ Dig Deep (History)
- ☐ Causes of Conflict (History, Economics)
- ☐ Humans and the Environment (Geography)
- ☐ You and the Economy (Economics)
- ☐ Government Revenue and Responsibility (Economics)
- ☐ District-approved equivalent CBA is used (Give Title) _____

2. Are the EALRs/GLEs measured by the selected CBA integrated throughout the scope of the course? ___ Yes ___ No

3. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Social Studies Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 2 of 9

To be completed by the Person(s) submitting the Equivalency Request

Key for Social Studies Classroom Based Assessments (CBA's):

A. Checks and Balances (Civics)
B. US Foreign Policy (Civics)
C. Constitutional Issues (Civics)
D. Technology through the Ages (History)
E. Cultural Interactions (History, Geography)
F. Dig Deep (History)
G. Causes of Conflict (History, Economics)
H. Humans and the Environment (Geography)
I. You and the Economy (Economics)
J. Government Revenue and Responsibility (Economics)

☐ Z. District-approved equivalent CBA is used (Identify EALR Targets in Table Below) _____

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*Z*			
											Civics Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.		
		X									1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.	11	
		X									1.1.2 Evaluates how well court decisions and government policies have upheld key ideals and principles in the United States.	11	
											1.1.2 Evaluates relationships between key ideals and historical and current realities.	12	
											Civics Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.		
X											1.2.2 Evaluates the effectiveness of the system of checks and balances during a particular administration, court, Congress, or legislature.	11	
											1.2.2 Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.	12	
											1.2.3 Evaluates the impact of various forms of government on people in the past or present.	9-10	
											1.2.3 Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.	12	
									X		1.2.4 Understands and evaluates how political systems in the United States operate.	12	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 3 of 9

	CBA's and EALR Targets ("X") (See above)										SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*Z*			
											Civics Component 1.3: Understands the purposes and organization of international relationships and United States foreign policy.		
											1.3.1 Analyzes the relationships and tensions between national interests and international issues in the world in the past or present.	9-10	
	X										1.3.1 Analyzes and evaluates the causes and effects of U.S. foreign policy on people in the United States and the world in the past or present.	11	
											1.3.1 Evaluates the impact of international agreements on contemporary world issues.	12	
											Civics Component 1.4: Understands civic involvement.		
		X									1.4.1 Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.	11	
											1.4.1 Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.	12	
											Economics Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.		
											2.1.1 Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.	9-10	
											2.1.1 Analyzes the incentives for people's economic choices in the United States in the past or present.	11	
								X			2.1.1 Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.	12	
											Economics Component 2.2: Understands how economic systems function.		
											2.2.1 Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.	9-10	
											2.2.1 Understands that nations have competing philosophies about how best to produce, distribute, and consume goods, services, and resources.	11	
				X							2.2.1 Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.	12	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 4 of 9

To be completed by the Person(s) submitting the Equivalency Request

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*Z*			
											2.2.2 Analyzes how and why countries have specialized in the production of particular goods and services in the past or present.	9-10	
											2.2.2 Analyzes how comparative advantage has affected United States imports and exports in the past or present.	11	
											2.2.2 Analyzes and evaluates the effects of specialization on global trade.	12	
											Economics Component 2.3: Understands the government's role in the economy.		
											2.3.1 Analyzes the costs and benefits of government trade policies from around the world in the past or present.	9-10	
											2.3.1 Evaluates the role of the U.S. government in regulating a market economy in the past or present.	11	
									X		2.3.1 Evaluates the costs and benefits of governmental fiscal and monetary policies.	12	
											Economics Component 2.4: Understands the economic issues and problems that all societies face.		
							X				2.4.1 Analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability in the past or present.	9-10	
											2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.	11	
								X			2.4.1 Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.	12	
											Geography Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.		
											3.1.1 Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.	11-12	
											3.1.2 Identifies major world regions and understands their cultural roots.	9-10	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 5 of 9

To be completed by the Person(s) submitting the Equivalency Request

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	Z			
											3.1.2 Analyzes how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.	11	
											3.1.2 Evaluates the complexities of regions and problems involved in defining those regions.	12	
											Geography Component 3.2: Understands human interaction with the environment.		
							X				3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present.	9-10	
											3.2.1 Analyzes and evaluates human interaction with the environment in the United States in the past or present.	11	
											3.2.1 Evaluates how human interaction with the environment has affected economic growth and sustainability.	12	
											3.2.2 Understands and analyzes examples of ethnocentrism.	9-10	
											3.2.2 Analyzes cultural interactions.	11	
				X							3.2.2 Analyzes and evaluates the social and political factors affecting cultural interactions.	12	
											3.2.3 Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.	9-10	
											3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.	11	
											3.2.3 Analyzes and evaluates current opportunities and obstacles connected with international migration.	12	
											Geography Component 3.3: Understands the geographic context of global issues and events.		
											3.3.1 Understands how the geography of expansion and encounter has shaped global politics and economics in the past or present.	9-10	
											3.3.1 Analyzes and evaluates elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.	11	
											3.3.1 Analyzes how the geography of globalization affects local diversity.	12	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 6 of 9

To be completed by the Person(s) submitting the Equivalency Request

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	Z			
											History Component 4.1: Understands historical chronology.		
											4.1.1 Analyzes change and continuity within a historical time period.	9-10	
											4.1.2 Understands how the following themes and developments help to define eras in world history: ▪ Global expansion and encounter (1450—1750). ▪ Age of revolutions (1750—1917). ▪ International conflicts (1870—present). ▪ Emergence and development of new nations (1900—present). ▪ Challenges to democracy and human rights (1945—present).	9-10	
											4.1.2 Understands how the following themes and developments help to define eras in U.S. history: ▪ Our foundations (1776—1791). ▪ Industrialization and the emergence of the United States as a world power (1890—1918). ▪ Reform, prosperity, and the Great Depression (1918—1939). ▪ World War II, the Cold War, and international relations (1939—1991). ▪ Movements and domestic Issues (1945—1991). ▪ Entering a new era (1991—present)	11	
											History Component 4.2: Understands and analyzes causal factors that have shaped major events in history.		
											4.2.1 Analyzes how individuals and movements have shaped world history (1450—present)	9-10	
											4.2.1 Evaluates how individuals and movements have shaped the United States (1890—present)	11	
											4.2.1 Evaluates how individuals and movements have shaped contemporary world issues.	12	
											4.2.2 Analyzes how cultures and cultural groups have shaped world history (1450-present).	9-10	
											4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890 – present).	11	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 7 of 9

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*Z*			
											4.2.2 Analyzes how cultural identity can promote unity and division.	12	
			X								4.2.3 Analyzes and evaluates how technology and ideas have shaped world history (1450—present)	9-10	
											4.2.3 Analyzes and evaluates how technology and ideas have shaped U.S. history (1890—present).	11	
											4.2.3 Evaluates the ethics of current and future uses of technology based on how technology has shaped history.	12	
											History Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.		
						X					4.3.1 Analyzes and interprets historical materials from a variety of perspectives in world history (1450—present).	9-10	
					X						4.3.1 Analyzes differing interpretations of events in U.S. history (1890—present).	11	
											4.3.1 Analyzes the motives and interests behind an interpretation of a recent event.	12	
						X					4.3.2 Analyzes the multiple causal factors of conflicts in world history (1450—present).	9-10	
											4.3.2 Analyzes multiple causes of events in U.S. history, distinguishing between proximate and long-term causal factors (1890—present).	11	
											4.3.2 Evaluates the ramifications of mono-causal explanations of contemporary events in the world.	12	
											History Component 4.4: Uses history to understand the present and plan for the future.		
											4.4.1 Analyzes how an understanding of world history can help us prevent problems today.	9-10	
											4.4.1 Analyzes how an understanding of United States history can help us prevent problems today.	11	
											4.4.1 Evaluates positions on a current issue based on an analysis of history.	12	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 8of 9

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*Z*			
											Social Studies Skills Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.		
						X					5.1.1 Analyzes consequences of positions on an issue or event.	9-10	
	X										5.1.1 Analyzes the underlying assumptions of positions on an issue or event.	11	
								X			5.1.1 Analyzes the short-term and long-term implications of decisions affecting the global community.	12	
						X					5.1.2 Evaluates the precision of a position on an issue or event.	9-10	
	X										5.1.2 Evaluates the depth of a position on an issue or event.	11	
								X			5.1.2 Evaluates the plausibility of an analysis of decisions affecting the global community.	12	
											Social Studies Skills Component 5.2: Uses inquiry-based research.		
			X			X					5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an idea, issue, or event.	9-10	
X					X						5.2.1 Evaluates and revises research questions to refine inquiry on an issue or event.	11	
			X			X	X				5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.	9-10	
X	X	X			X						5.2.2 Evaluates the validity, reliability, and credibility of sources when researching an issue or event.	11	
				X				X	X		5.2.2 Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.	12	
											Social Studies Skills Component 5.3: Deliberates public issues.		
						X					5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.	9-10	
	X	X									5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.	11	

REQUEST FOR SOCIAL STUDIES EQUIVALENCY – Page 9 of 9

CBA's and EALR Targets ("X") (See above)											SOCIAL STUDIES EALRS AND GRADE LEVEL BENCHMARKS	Grade Level	Where Taught and How Assessed
A	B	C	D	E	F	G	H	I	J	Z			
									X		5.3.1 Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.	12	
											Social Studies Skills Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.		
			X			X	X				5.4.1 Evaluates multiple reasons or factors to develop a position paper or presentation.	9-10	
X	X	X			X						5.4.1 Evaluates and interprets other points of view on an issue within a paper or presentation.	11	
				X				X	X		5.4.1 Evaluates positions and evidence to make one's own decisions in a paper or presentation.	12	
											5.4.2 Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation.	9-10	

Appendix O: Equivalency Request Forms for Other Equivalencies

Other Equivalency Subject Area Standards

These subject areas have standards not measured by the High School Proficiency Exam, Classroom-Based Assessments, or Classroom-Based Performance Assessments. These subjects include Year Two Fitness and Occupational Education.

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Request for Fitness Year Two Equivalency

Recommended Standards and Requirements for Fitness Year Two Equivalency

It is recommended that CTE courses be considered Fitness Year Two equivalencies when they meet the following criteria:

1. Integrate Fitness Year Two EALRs/GLE's throughout the scope of the course.

2. Demonstrate evidence of criteria 1 through the course syllabus, framework/curriculum map and assessments.

REQUEST FOR FITNESS YEAR TWO EQUIVALENCY – Page 1 of 3

To Be Completed by Person(s) submitting Equivalency Request	
CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	**Date of Initial Equivalency Request:**

CTE courses will be considered Fitness Year Two equivalencies when they meet the following criteria:

1. Integrate Fitness Year Two EALRs/GLEs throughout the scope of the course
2. Demonstrate evidence of criteria 1 through the course framework/curriculum map and assessments.

Assurance of Criteria:

1. **Are the Fitness Year Two EALRs/GLEs integrated throughout the scope of the course?** ___ Yes ___ No
2. **Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 above?** ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Fitness Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

REQUEST FOR FITNESS YEAR TWO EQUIVALENCY – Page 2 of 3

FITNESS YEAR TWO EALR's and GLE's	Where Taught and How Assessed
EALR 1: THE STUDENT ACQUIRES THE KNOWLEDGE AND SKILLS NECESSARY TO MAINTAIN AN ACTIVE LIFE: MOVEMENT, PHYSICAL FITNESS, AND NUTRITION.	
Component 1.1: Develops motor skills and movement concepts as developmentally appropriate.	
Evaluates complex motor skills and movement concepts to activities to enhance a physically active life. • Performs activities at fluid and efficient levels of movement. • Chooses advanced sport-specific skills in selected physical activities. • Evaluates the importance of practice in improving performance.	
1.1.5 Evaluates understanding of movement concepts. • Evaluates skill performance that integrates movement concepts.	
Component 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.	
1.2.1 Analyzes how to perform activities and tasks safely and appropriately. • Compares the risk level of various activities. • Analyzes the training principles used for a specific task and takes corrective action when necessary. • Analyzes safety issues related to health and fitness activities (sport, fitness, leisure, and dance) and personal health and fitness plan.	
1.2.2 Evaluates skills and strategies necessary for effective participation in physical activities. • Evaluates ways in which physical activity can provide opportunities for positive social interaction and enjoyment. • Selects coping skills to deal with personal challenges, differences, and setbacks in physical performance. • Selects personal goals for improvement.	
1.2.4 Analyzes safety and the importance of fitness in the work environment. • Compares safety issues in various occupations.	
Component 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	
1.3.1 Evaluates the components of health-related fitness. • Sets individual fitness goals using all components of health-related fitness.	
1.3.2 Evaluates the progress of a personal health and fitness plan. • Critiques personal progress in relationship to national physical fitness standards. • Selects a personal monitoring system that assesses the components of health-related fitness in relation to the FITT principle. • Chooses appropriate phases of a workout and training principles in a personal health and fitness plan. • Evaluates the effectiveness of the personal health and fitness plan and realigns goals.	

REQUEST FOR FITNESS YEAR TWO EQUIVALENCY – Page 3 of 3

FITNESS YEAR 2 EALR's and GLE's	Where Taught and How Assessed
Component 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.	
1.4.1 Analyzes the components of skill-related fitness to physical activity. • Draws conclusions and sets goals to improve personal components of skill-related fitness. • Analyzes and integrates components of skill-related fitness in at least two of the following different types of movement forms: Aquatics, individual activities, team sports/activities, outdoor pursuits, self-defense, or dance. • Compares and contrasts components of skill-related fitness and components of health-related fitness to improve performance in a selected physical activity.	
1.4.2 Evaluates components of skill-related fitness as related to careers/occupations/recreation. • Selects components of skill-related fitness necessary for successful and safe performance in recreation and occupations.	
Component 1.5: Understands relationship of nutrition and food nutrients to body composition and physical performance.	
1.5.1 Evaluates the relationship of nutrition planning to physical performance and body composition. • Chooses functions of nutrients and critiques individual needs based on activity level and dietary guidelines. • Evaluates progress of physical performance and revises personal nutritional goals. • Selects healthy ways to lose, gain, and maintain weight.	
EALR 4: THE STUDENT EFFECTIVELY ANALYZES PERSONAL INFORMATION TO DEVELOP INDIVIDUALIZED HEALTH AND FITNESS PLANS.	
Component 4.2: Develops and monitors a health and fitness plan.	
Creates a plan and monitoring system using personal health, fitness, and nutrition, based on life and employment goals. • Generates appropriate goal-setting strategies in creating a personal health and fitness plan. • Uses time-management skills in creating a personal health and fitness plan. • Designs a personal health and fitness plan based on personal interests and life goals (fitness, nutrition, stress management, and personal safety). • Designs a short and long-term monitoring system for a personal health and fitness plan. • Develops goals to meet changes in health/fitness/life.	

Request for Occupational Education Equivalency

Standards and Requirements for Occupational Education Equivalency

As stated by WAC 180-51-061 and the State Board of Education, a course considered equivalent to Occupational Education must, at a minimum, be aligned with competencies specified within the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction. Based on these standards, a non-CTE course may be considered equivalent to Occupational Education when the following criteria are met:

1. Standards within the non-CTE course are aligned to the required elements and characteristics of an exploratory course as outlined in **Appendix I: OSPI CTE Exploratory Course Standards** of the OSPI Equivalency Toolkit.

2. Required exploratory course standards are integrated throughout the scope of the course.

3. Evidence of criteria 1 and 2 are demonstrated through a curriculum framework for the non-CTE course which parallels the curriculum framework format and content required for CTE exploratory courses.

4. Evidence of criteria 1 and 2 are demonstrated through the course assessments.

REQUEST FOR OCCUPATIONAL EDUCATION EQUIVALENCY

To Be Completed by Person(s) submitting Equivalency Request	
Non-CTE Course Code and Title:	**School(s) where course is offered:**
Person(s) requesting equivalency:	
Date of Initial Equivalency Request:	**Name of OSPI CTE Program and CIP Code used for Alignment:**

A non-CTE course considered equivalent to Occupational Education must, at a minimum, be aligned with competencies specified within the definition of an exploratory course as adopted in the career and technical education program standards of the superintendent of public instruction. Based on these standards, A non-CTE course may be considered equivalent to Occupational Education when the following criteria are met:

1. Standards within the non-CTE course are aligned to the required elements and characteristics of an exploratory course as outlined in **Appendix I: OSPI CTE Exploratory Course Standards** of the OSPI Equivalency Toolkit.
2. All required exploratory course standards are integrated throughout the scope of the course.
3. Evidence of criteria 1 and 2 are demonstrated through the a curriculum framework for the non-CTE course will parallels the curriculum framework format and content required for CTE Exploratory courses.
4. Evidence of criteria 1 and 2 are demonstrated through the course assessments.

Assurance of Criteria:

1. Do the course standards align to ALL of the standards required for a CTE Exploratory Course? ___ Yes ___ No

2. Are the CTE Exploratory Course Standards integrated throughout the scope of the course? ___ Yes ___ No

5. Do the Curriculum Framework and Assessments submitted with this request provide evidence of 1 and 2 above? ___ Yes ___ No

To Be Completed by Department Head and Building Administrator	
Signature of Requesting Teacher's Department Head:	**Signature of Building Administrator:**

To Be Completed by Equivalency Committee Only

☐ **Meets Standard for Equivalency.** Course will be listed as an equivalency in the course guide

☐ **Does Not Meet Standard for Equivalency.** Feedback is given regarding gaps and areas that need to be addressed if an equivalency is to be requested again

If request meets standard for equivalency, list the Occupational Education Equivalency and the amount of equivalency credits granted as it will appear on the approved district equivalency list and in course catalogs:

Appendix P: Web Resources

- **Arts Equivalency Resources**
  http://www.k12.wa.us/Arts/**CBPA**s/default.aspx
  http://www.k12.wa.us/Arts/**Standards**/default.aspx
  http://www.k12.wa.us/Arts/arted-**cte**.aspx
  http://www.k12.wa.us/Arts/pubdocs/**WSSDAPolicy**2413-EquivCreditCTECourses.pdf

- **CTE Program Standards**
  http://www.k12.wa.us/CareerTechEd/CTEstandards.aspx

- **Certificate of Academic Achievement Options**
  http://www.k12.wa.us/assessment/CAAoptions/default.aspx

- **Collection of Evidence Standards and Learning Targets**
  http://www.k12.wa.us/assessment/CAAoptions/CollectionofEvidence.aspx

- **Classroom Based Assessment's (CBA's)**
  http://www.k12.wa.us/assessment/CBAOverview.aspx

- **College Readiness Standards for English and Science**
  http://www.learningconnections.org/clc/hecb.htm

- **College Readiness Standards for Mathematics**
  http://www.transitionmathproject.org/standards.asp

- **Essential Academic Learning Requirements and Grade Level Expectations**
  http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

- **Higher Education Coordinating Board Minimum College Admission Standards (CADRS)**
  http://www.hecb.wa.gov/research/issues/admissions.asp

- **NCAA Eligibility Center**
  https://web1.ncaa.org/eligibilitycenter/common/

- **OSPI Graduation Requirements**
  http://www.k12.wa.us/GraduationRequirements/default.aspx

- **State Board of Education**
  http://www.sbe.wa.gov/

career and technical
education - washington

Career and Technical Education - Washington does not discriminate and provides equal access to its programs and services for all persons without regard to race, color, sex, religeion, creed, marital status, national origin, sexual preference/orientation, age, veteran's status or the presence of any physical, sensory or mental disability.