

HIGH SCHOOL PRACTICAL LIVING/VOCATIONAL STUDIES

Risk Behaviors

5. A risk behavior is an action that can negatively affect the health and safety of oneself or others.

Identify **three** risk behaviors and explain in detail the potential impact of each on quality of life.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three risk behaviors and clearly explains the potential impact of each on quality of life.
3	Student identifies three risk behaviors and generally explains the potential impact of each on quality of life OR Student identifies three risk behaviors and clearly explains the potential impact of two on quality of life.
2	Student identifies two or three risk behaviors and generally explains the potential impact of two on quality of life OR Student identifies two risk behaviors and clearly explains the potential impact of one on quality of life OR Student clearly explains the potential impact of risk behaviors without identifying specific risk behaviors.
1	Student demonstrates minimal understanding (e.g., student identifies one to three risk behaviors with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Clear explanation goes beyond a single potential impact and relates to quality of life.

General explanation relates in an apparent way to the risk behavior (e.g., drinking and driving may result in killing yourself and possibly others; if you smoke you could get cancer; if you take drugs you could have a dangerous reaction/overdose or you could lose control).

Limited explanation does not link impact in an obvious way to the behavior (e.g., if you drink you could kill someone; if you smoke pot you could harm someone; if you take drugs you're wrecking your life).

HIGH SCHOOL READING

The Tragedy of Julius Caesar

5. Marc Antony uses evidence to convince the crowd that Caesar was not ambitious.
- Identify three examples of the evidence that Marc Antony uses to support his claim that Caesar was not ambitious.
 - Explain why these examples are effective support for his claim.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student clearly explains why these examples are effective support for Antony's claim.
3	Student identifies two or three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student generally explains why these examples are effective support for Antony's claim.
2	Student identifies one or two examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious. Student provides limited explanation of why the example(s) are effective support for Antony's claim. OR Student identifies three examples of the evidence Marc Antony uses to support his claim that Caesar was not ambitious but gives no explanation.
1	Student demonstrates minimal understanding (e.g., student identifies one example of the evidence Marc Antony uses to support his claim that Caesar was not ambitious but gives no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No Student Response

Examples of evidence:

- He brought many captives to Rome, whose ransoms filled the general coffers (i.e., Caesar did not keep the money for himself).
- He wept with the poor.
- He refused the crown three times.
- They all loved him.

Examples are effective because they are:

- Personal
- Relevant
- Respectful
- Loyal
- Emotional
- Logical

HIGH SCHOOL ARTS AND HUMANITIES

Common Dance Elements

7. Different cultures often have different dance styles. One way that the differences in dance styles are expressed is through the dance elements of space, time and force.
- a. Identify two dance styles that are very different from each other and that are from different cultures. Be sure to identify the culture that each of the two dance styles represents.
 - b. Describe how each of the two dance styles uses the dance elements of space, time, and force. Be specific.

Scoring Guide

SCORE	DESCRIPTION
4	Student identifies two dance styles that are very different from each other and that are from different cultures. Student identifies the culture that each dance style represents. Student clearly describes how each dance style uses the dance elements of space, time, and force.
3	Student identifies two dance styles that are very different from each other and that are from different cultures. Student identifies the culture that at least one of the two dance styles represents. Student generally describes how each dance style uses at least two of the dance elements of space, time, and force.
2	Student identifies two dance styles that are very different from each other and that are from different cultures. Student may or may not identify culture that each dance style represents. Student provides a limited description of how each dance style uses at least two of the dance elements of space, time, and force. OR Student generally describes how one dance style uses the dance elements of space, time, and force. OR Student identifies two dance styles that are very different from each other and that are from different cultures. Student identifies the culture that at least one of the dance styles represents. Student generally describes how each dance style uses one of the dance elements of space, time, and force.
1	Student demonstrates minimal understanding (e.g., student generally describes how one dance style uses one or two of the dance elements of space, time, and force).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of ways the dance elements of space, time and forces can be expressed:

Space – shape, level, direction, pathway, focus, size

Time – tempo, rhythmic pattern, accent, duration

Force – heavy/light, sharp/smooth, tension/relaxation, bound/flowing

HIGH SCHOOL SOCIAL STUDIES

Reaching Agreement

7. In our schools today, there are often issues about which students, faculty, administrators, and the public hold differing views. These situations often cause conflict.

- a. Identify a situation which can cause conflict in a school.
- b. Explain two strategies which can be used to resolve this conflict in a democratic way.
- c. Why would these strategies be effective?

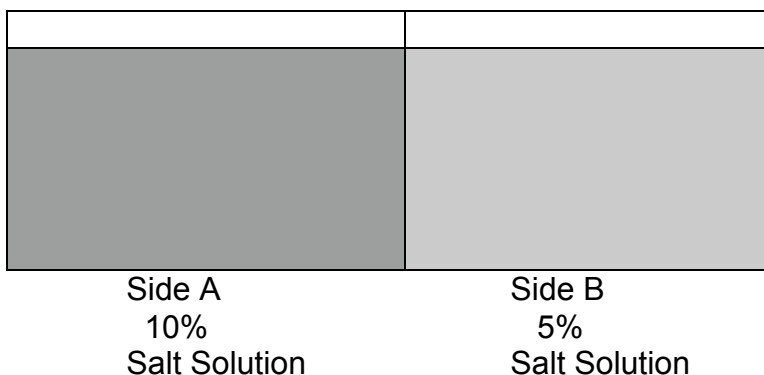
Scoring Guide

SCORE	DESCRIPTION
4	Student identifies a situation which can cause conflict in school. Student clearly explains two strategies which can be used to resolve this conflict in a democratic way and clearly explains why these strategies would be effective.
3	Student identifies a situation which can cause conflict in school. Student generally explains two strategies which can be used to resolve this conflict in a democratic way and generally explains why these strategies would be effective.
2	Student identifies a situation which can cause conflict in school. Student gives a limited explanation of one strategy which can be used to resolve this conflict in a democratic way and a limited explanation of why this strategy would be effective. OR Student identifies a situation which can cause conflict in school and generally explains two strategies which can be used to resolve this conflict in a democratic way without explaining why the strategies would be effective. OR Student generally explains two strategies which can be used to resolve conflict in a democratic way and generally explains why these strategies would be effective without identifying a situation which can cause conflict in school.
1	Student demonstrates minimal understanding (e.g., student identifies a situation which can cause conflict in school and explains one strategy which can be used to resolve this conflict in a democratic way with no explanation why the strategy would be effective).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

HIGH SCHOOL SCIENCE

Diffusion

4. The container shown below contains two different solutions with different concentrations of salt. A removable divider separates them. The solution in side A is a 10% salt solution. The solution in side B is a 5% salt solution. The divider is carefully and slowly removed.



- Explain what will happen to the contents of the container after a month.
- Explain, in detail, how and why any changes occur.

Scoring Guide

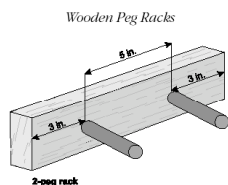
SCORE	DESCRIPTION
4	Student clearly explains, based on the law of diffusion, what will happen to the contents of the container after a month.
3	Student generally explains, based on the law of diffusion, what will happen to the contents of the container after a month. The response may reflect minor errors or misconceptions.
2	Student provides a limited explanation, which may not be based on the law of diffusion, of what will happen to the contents of the container after a month. The response may reflect errors or misconceptions.
1	Student demonstrates minimal understanding (e.g., student provides an explanation that is partially correct but reflects major errors or misconceptions).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:

The law of diffusion states that particles move from areas of high concentration to areas of low concentration until they reach equilibrium. If you put a sugar cube in a glass of water, the cube will dissolve and then move through the water by molecular motion until the sugar concentration is the same in all parts of the glass. The warmer the water and the more stirring that takes place, the faster this equilibrium will be reached. Diffusion takes place in solids, liquids, and gasses.

HIGH SCHOOL MATHEMATICS

Wooden Peg Racks



5. You work in a factory that makes wooden craft items. Your job is to assemble kits for wooden peg racks. Each rack contains 1 to 12 pegs. There must be a distance of 5 inches from the center of one peg to the center of the next peg and a distance of 3 inches from the end of the rack to the center of the nearest peg.
- Make a table showing the wood lengths needed for racks containing 1 peg, 2 pegs, 3 pegs, and 4 pegs.
 - What is the wood length of a rack with 7 pegs? Show your procedure.
 - Create a rubric that will determine how long the wood length must be to make a rack holding n pegs.

Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3-3.5 points
2	Student scores 2-2.5 points.
1	Student scores .5 –1.5 points. OR Student demonstrates minimal understanding (e.g., student determines board length for one peg rack).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Score Points

Part a:

Score 1 point correct table with correct entries

OR

Score .5 point incorrect answers due to a calculation error

Part b:

Score 1 point correct answer

AND

Score 1 point correct work shown

OR

Score .5 point incomplete work shown

Part c:

Score 1 point correct rule or equivalent expression

Note: A "4" response may not have an incorrect label.