

**EOC SUPPORT MATERIALS – HISD Secondary Curriculum and Development** (rev. Feb. 7, 2018)

	<b>HISD EOC Curriculum Guides and Resources</b> [ for teachers ]	<b>Texas Gateway OnTRACK Courses</b> [ for students & teachers ]	<b>Apex Learning, CK-12, and Other Online Prep Courses</b> [ for students & teachers ]	<b>HISD STAAR EOC Guide Courses</b> [ for students ]
<b>ALGEBRA I</b>	Algebra I webinar recordings are in <i>the Secondary Curriculum and Development PD</i> HUB course.  Imagine Math Vertical Alignment Pathways may be assigned to students for specific readiness standards. Each TEKS SE addresses the rigor of the current grade level expectation as well as prior grade levels. See: <a href="http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8050/Imagine%20Math%20VAP%20Intervention%20Pathways.pdf">www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/8050/Imagine Math VAP Intervention Pathways.pdf</a>	Search for specific topics and TEKS at <a href="http://www.texasgateway.org/">www.texasgateway.org/</a> <ol style="list-style-type: none"> <li>1. <b>Browse Resources</b> &gt;</li> <li>2. <b>Primary Subject</b> &gt; <i>Math</i></li> <li>3. <b>Secondary Course</b> &gt; <i>Algebra I</i></li> <li>4. <i>Select desired title/topic</i></li> </ol>	<b>Apex Learning</b> Algebra I Tutorial ( <i>see below</i> ) Imagine Math personalized pathways: <a href="http://www.houstonisd.org/digitalresources">www.houstonisd.org/digitalresources</a> > Math List of CK-12 e-books: <a href="http://www.ck12.org/standards/algebra/US.TX/9/">www.ck12.org/standards/algebra/US.TX/9/</a> On-level CK-12 e-text: <a href="http://www.ck12.org/book/CK-12-Algebra-I-Concepts/">www.ck12.org/book/CK-12-Algebra-I-Concepts/</a> (Eng.) <a href="http://www.ck12.org/book/CK-12-Conceptos-de-%25C3%2581lgebra-I/">www.ck12.org/book/CK-12-Conceptos-de-%25C3%2581lgebra-I/</a> (Spanish)	Campus CITs can assist with enrolling students into the STAAR EOC prep course: <b>STAAR EOC Algebra I Guide.</b>
<b>ENGLISH I</b>	<i>HISD EOC Curriculum Planning Guide</i> , content, and weekly assessments have been published to <b>*Secondary English Language Arts Guide 2017-2018</b> course on the HUB under “English I > Resources > EOC”.  <i>HISD STAAR Prep Expository Writing Guide</i> and <i>HISD High School Writing Handbook</i> have been published to <b>*Secondary English Language Arts Guide 2017-2018</b> course on the HUB under “STAAR EOC Resources”.	Search for specific topics and TEKS at <a href="http://www.texasgateway.org/">www.texasgateway.org/</a> <ol style="list-style-type: none"> <li>1. <b>Browse Resources</b> &gt;</li> <li>2. <b>Primary Subject</b> &gt; <i>ELA</i></li> <li>3. <b>Secondary Course</b> &gt; <i>English I</i></li> <li>4. <i>Select desired title/topic</i></li> </ol>	<b>Apex Learning</b> English I Tutorial: <a href="http://www.houstonisd.org/Page/155465">www.houstonisd.org/Page/155465</a> *provides instructions for students to self-enroll; ( <i>Apex also has tutorials for the other EOC courses</i> )	Campus CITs can assist with enrolling students into courses: <ul style="list-style-type: none"> <li>• <b>Self-Guided STAAR EOC Reading Practice</b></li> <li>• <b>STAAR EOC English I Guide</b></li> </ul>
<b>ENGLISH II</b>	<i>HISD EOC Curriculum Planning Guide</i> , content, and weekly assessments have been published to the <b>*Secondary English Language Arts Guide 2017-2018</b> course on the HUB under “English II > Resources > EOC”.  <i>HISD STAAR Prep Persuasive Writing Guide</i> and <i>HISD High School Writing Handbook</i> have been published to <b>*Secondary English Language Arts Guide 2017-2018</b> course on the HUB under “STAAR EOC Resources”.	Search for specific topics and TEKS at <a href="http://www.texasgateway.org/">www.texasgateway.org/</a> <ol style="list-style-type: none"> <li>1. <b>Browse Resources</b> &gt;</li> <li>2. <b>Primary Subject</b> &gt; <i>ELA</i></li> <li>3. <b>Secondary Course</b> &gt; <i>English II</i></li> <li>4. <i>Select desired title/topic</i></li> </ol>	<b>Apex Learning</b> English II Tutorial: <a href="http://www.houstonisd.org/Page/155465">www.houstonisd.org/Page/155465</a> *provides instructions for students to self-enroll; ( <i>Apex also has tutorials for the other EOC courses</i> )	Campus CITs can assist with enrolling students into courses: <ul style="list-style-type: none"> <li>• <b>Self-Guided STAAR EOC Reading Practice</b></li> <li>• <b>STAAR EOC English II Guide</b></li> </ul>
<b>U.S. HISTORY</b>	<i>HISD EOC Curriculum Planning Guide</i> , content, and weekly assessments have been published to the <b>*Secondary Social Studies Guide 2017-2018</b> course on the HUB under “United States History > EOC”.	Search for specific topics and TEKS at <a href="http://www.texasgateway.org/">www.texasgateway.org/</a> <ol style="list-style-type: none"> <li>1. <b>Browse Resources</b> &gt;</li> <li>2. <b>Primary Subject</b> &gt; <i>Social Studies</i></li> <li>3. <b>Secondary Course</b> &gt; <i>US History</i></li> <li>4. <i>Select desired title/topic</i></li> </ol>	<b>Apex Learning</b> US History Tutorial ( <i>see above</i> ) Frisco ISD e-text: <a href="https://sites.google.com/a/friscoisd.org/fisd-us-history-1877-present/">https://sites.google.com/a/friscoisd.org/fisd-us-history-1877-present/</a> Leander ISD e-lesson list: <a href="https://sites.google.com/a/leanderisd.org/lisd-secondary-social-studies/us-history/eoc-review-links">https://sites.google.com/a/leanderisd.org/lisd-secondary-social-studies/us-history/eoc-review-links</a>	Campus CITs can assist with enrolling students into the STAAR EOC prep course: <b>STAAR EOC US History Guide.</b>
<b>BIOLOGY</b>	<i>HISD EOC Curriculum Planning Guide</i> , content, and weekly assessments have been published to the <b>*Secondary Science Guide 2017-2018</b> course on the HUB under “Biology > EOC”.	Search for specific topics and TEKS at <a href="http://www.texasgateway.org/">www.texasgateway.org/</a> <ol style="list-style-type: none"> <li>1. <b>Browse Resources</b> &gt;</li> <li>2. <b>Primary Subject</b> &gt; <i>Science</i></li> <li>3. <b>Secondary Course</b> &gt; <i>Biology</i></li> <li>4. <i>Select desired title/topic</i></li> </ol>	<b>Apex Learning</b> Biology Tutorial ( <i>see above</i> ) List of CK-12 e-books: <a href="http://www.ck12.org/standards/biology/US.TX/9/">www.ck12.org/standards/biology/US.TX/9/</a> On-level CK-12 e-text: <a href="http://www.ck12.org/book/CK-12-Biology-Concepts/">www.ck12.org/book/CK-12-Biology-Concepts/</a> El Paso ISD CK-12 e-text: <a href="http://www.ck12.org/user%3Abiologyepisid/book/EPISD-Biology-Version-2.0-District-Version/">www.ck12.org/user%3Abiologyepisid/book/EPISD-Biology-Version-2.0-District-Version/</a>	Campus CITs can assist with enrolling students into the STAAR EOC prep course: <b>STAAR EOC Biology Guide.</b>

**EOC STRATEGIES & CONSIDERATIONS – HISD Secondary Curriculum and Development** (rev. Feb. 7, 2018)

	<b>High-Leverage Standards</b>	<b>Literacy</b>	<b>Student Support</b>
<b>ALGI</b>	<ul style="list-style-type: none"> <li>Reporting Category 1: 10E</li> <li>Reporting Category 2: 3B, 3C</li> <li>Reporting Category 3: 2A, 5C</li> <li>Reporting Category 4: 7A, 7C, 8A</li> <li>Reporting Category 5: 9C, 9D</li> <li>Process Standards: 1B, 1D</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that content knowledge and/or structural issues may not be the primary reason(s) for a student’s difficulties.</li> <li>Consider the impact of a student’s reading level on his or her test performance.</li> <li>Provide students access to appropriate literacy support in all content areas.</li> <li>Provide additional intervention for students reading far below grade level (as reflected by their Lexile level).</li> <li>Teach and reinforce vocabulary instruction in the context of the authentic texts and meaningful situations.</li> <li>Provide students opportunities to see adults model their thinking while engaging with and applying text. This, along with reading and thinking with peers in cooperative groups, can support students’ increased reading comprehension.</li> <li>Provide students opportunities to engage in academic discourse and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that content knowledge and/or literacy may not be the primary reason(s) for a student’s difficulties.</li> <li>Consider the impact of social, emotional, and environmental factors on a student’s test performance.</li> <li>School factors:                             <ul style="list-style-type: none"> <li>Climate</li> <li>Expectations</li> <li>Communication</li> <li>Connections</li> <li>Models of success</li> <li>Counseling</li> <li>Safety</li> <li>Relevance</li> </ul> </li> <li>Other social factors:                             <ul style="list-style-type: none"> <li>Community</li> <li>SES</li> <li>Safety</li> <li>Stability</li> <li>Opportunity</li> </ul> </li> <li>Family factors:                             <ul style="list-style-type: none"> <li>Income</li> <li>Stability</li> <li>Security</li> <li>Health</li> </ul> </li> <li>Personal factors:                             <ul style="list-style-type: none"> <li>Relationships</li> <li>Attitude/outlook</li> <li>Commitment</li> <li>Habits/routines</li> <li>Attendance</li> <li>Health</li> <li>Responsibilities</li> <li>Maslow’s Hierarchy of Needs</li> </ul> </li> </ul>
<b>ENGLISH I</b>	<ul style="list-style-type: none"> <li>Readiness standards comprise 60-70% of the multiple choice questions. Consider focusing on:                             <ul style="list-style-type: none"> <li>Reporting Category 1: 1B, 1E, Fig19B</li> <li>Reporting Category 2: 5B, Fig19B</li> <li>Reporting Category 3: 8A, 9A, 9C, Fig19B</li> <li>Reporting Category 4: 15Ai-v</li> <li>Reporting Category 5: 13C</li> <li>Reporting Category 6: 13D, 17A, 17C, 18A, 18B, 19A</li> </ul> </li> <li>Students must craft a 26-line expository essay (15Ai-v), so they should practice drafting expository essays, revising the essays to 26 lines, and using the STAAR rubric to assess mastery.</li> </ul>		
<b>ENGLISH II</b>	<ul style="list-style-type: none"> <li>Readiness standards comprise 60-70% of the multiple choice questions. Consider focusing on:                             <ul style="list-style-type: none"> <li>Reporting Category 1: 1B, 1E, Fig19B</li> <li>Reporting Category 2: 5A, Fig19B</li> <li>Reporting Category 3: 8A, 9A, 9C, Fig19B</li> <li>Reporting Category 4: 16A, 16D, 16E</li> <li>Reporting Category 5: 13C</li> <li>Reporting Category 6: 13D, 17A, 17C, 18A, 18B, 19A</li> </ul> </li> <li>Students must craft a 26-line persuasive essay (16A, 16D, 16E), so they should practice drafting persuasive essays, revising the essays to 26 lines, and using the STAAR rubric to assess mastery.</li> </ul>		
<b>U.S. HISTORY</b>	<ul style="list-style-type: none"> <li>Given the amount of content in US History and its 102 testable standards, students can benefit from examining content through the lens of historical eras. History standards 2A and 2B provide such a framework. As students examine each era, they might categorize the major events of the period as either economic, social, political, and/or eNvironmental (ESPN).</li> <li>Most importantly, teachers should help students hone the following process skills to help students acquire, analyze, and interpret social studies content: 29A, 29B, 29G, 29H, and 31B.</li> <li>Use the T3 Strategy: Determine the <u>T</u>ask (<i>What are you being asked to do – e.g., analyze, compare, infer, etc.?</i>); Determine the <u>T</u>ime Period or Place (<i>What dates and/or events are mentioned?</i>); and Identify the <u>T</u>erms (<i>What key words – people, places, events, and/or terms – are referenced?</i>).</li> </ul>		
<b>BIOLOGY</b>	<ul style="list-style-type: none"> <li>Biology readiness standards are 60-65% of the assessment: 4B, 4C, 5A, 6A, 6E, 6F, 7A, 7E, 8B, 9A, 10A, 10B, 11D, 12A, 12C, and 12F.</li> <li>Biology supporting standards are 35-40% of the assessment. Supporting standards must be tested at least once in a 3-year rotation. These supporting standards could be tested this year: 5C, 6D, 7C, 7D, 9D, 11B, and 12D.</li> <li>Process skill standards – paired with content standards and dual coded – will be at least 40% of the assessment. 2G, 2H, and 3D are the most frequently tested process standards. Scientific process skills are easily developed through students participating in laboratories and field investigations requiring students to think critically, use scientific reasoning, and problem solve.</li> <li>There were more level 2 and 3 “depth of knowledge” items on the 2017 Biology EOC assessment.</li> </ul>		