

## PRE-CONFERENCE FORM

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

Complete the following sections and bring to your pre-conference meeting.

<b>Objectives of the Lesson</b>	
<b>NYS or Licensing Standards Addressed in Lesson</b> <a href="http://www.emsc.nysed.gov/ciai/pub/standards.pdf">http://www.emsc.nysed.gov/ciai/pub/standards.pdf</a>	
<b>Assessment Strategies to be Used</b>	
<b>Instructional Strategies and Materials/Resources to be Used</b>	
<b>Classroom Dynamics:</b> 1. <b>Student Population</b> 2. <b>Notable Behaviors</b> 3. <b>Differentiation of Instruction</b>	
<b>Roles of Other Staff in the Classroom</b>	
<b>Targeted Area(s) for Focus</b>	
<b>Other</b>	

# Learning Standards for New York State

## **Health, Physical Education, and Family and Consumer Sciences**

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

### **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

## **Mathematics, Science, and Technology**

### **Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

### **Standard 2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

### **Standard 3: Mathematics (Approved 1996)**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

### **Standard 3: Mathematics (Revised 2005)**

Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

### **Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### **Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

### **Standard 6: Interconnectedness: Common Themes**

Students will understand the relationships and common

themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

### **Standard 7: Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **English Language Arts**

### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

### **Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

### **Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### **Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## The Arts

**Standard 1: Creating, Performing, and Participating in the Arts**  
Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Standard 2: Knowing and Using Arts Materials and Resources**  
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Standard 3: Responding to and Analyzing Works of Art**  
Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**Standard 4: Understanding the Cultural Contributions of the Arts**  
Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## Career Development and Occupational Studies

**Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**Standard 3b: Career Majors**

Students who choose a career major will acquire the careerspecific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## Languages Other Than English

**Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

**Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understandings

## Social Studies

**Standard 1: History of the United States and New York**  
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

**Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.