

Student Summary Count as of 5/24/2016

Saraland High School - 2015-2016

Group By: Grade Level


Ethnicity Summary

	American Indian/Alaskan Native			Asian			Black/African American			Multi Race - Two or More Races			Native Hawaiian or Other Pacific Islander			Not Specified			White			Is Hispanic			Total		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
9	5	3	8	2	2	4	26	21	47	0	0	0	0	0	0	0	0	0	96	99	195	0	1	1	129	126	255
10	2	1	3	1	3	4	25	21	46	0	2	2	0	0	0	0	0	0	105	105	210	5	3	8	138	135	273
11	1	2	3	2	0	2	22	11	33	0	1	1	0	1	1	0	0	0	92	99	191	0	0	0	117	114	231
12	1	1	2	1	0	1	22	12	34	0	0	0	0	0	0	0	0	0	101	87	188	2	2	4	127	102	229
Total	9	7	16	6	5	11	95	65	160	0	3	3	0	1	1	0	0	0	394	390	784	7	6	13	511	477	988

(actual)
225

225-graduated
 83-did not attend college/university
 7-military
 135-college bound

*** Graduate follow-up**

 **Attention!** You are logged into Saraland High School 2015-2016 (2015 - 2016), a **PAST** academic session.

Query Results

Active Military for 2016 Graduates

AcceptedforActiveMilitary	LName	FName	GR
1	[REDACTED]	Jessica	12
1	[REDACTED]	Darius	12
1	[REDACTED]	Nicholas	12
1	[REDACTED]	Darron	12
1	[REDACTED]	Daniel	12
1	[REDACTED]	Jeffery	12
1	[REDACTED]	Rebecca	12

Total: 7

* Graduate follow-up

CPR = (1)

CPA = (2)

Approved High School Courses

Courses that have *one* description (*one* level) may only be taken *once*.

Language Arts Core Courses

Shred English Language Arts 9 Number (200005):

English Language Arts 9 (1): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, and oral and visual communication; vocabulary study; mechanics; grammar and usage; and study skills.

English Language Arts 9 (2): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, and oral and visual communication; vocabulary study; mechanics; grammar and usage; and study skills.

Pre-AP English Language Arts 9 (200007): This **one-credit**, rigorous course includes the following: literature and rhetoric; writing and language, research and inquiry, and oral and visual communication skills; vocabulary study; mechanics; and grammar and usage.

Shred English Language Arts 10 Number (200009):

English Language Arts 10 (1): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, oral and visual communication; vocabulary study; mechanics; grammar and usage; spelling; and study skills.

English Language Arts 10 (2): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, oral and visual communication; vocabulary study; mechanics; grammar and usage; spelling; and study skills.

Pre-AP English Language Arts 10 (200011): This **one-credit**, rigorous course includes expanded instruction on the following: reading, literature, writing and language, research and inquiry, oral and visual communication; vocabulary study; mechanics; grammar and usage; spelling; and study skills.

Shred English Language Arts 11 Number (200013):

English Language Arts 11 (1): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, oral and visual communication; vocabulary study; mechanics; grammar and usage; spelling; and study skills.

English Language Arts 11 (2): This **one-credit** course includes the following: reading, literature, writing and language, research and inquiry, oral and visual communication; vocabulary study; mechanics; grammar and usage; spelling; and study skills.

AP English, Language and Composition (200016): This **one-credit**, rigorous college-level English course is offered to *eleventh grade* students. The course follows the curriculum established by the College Board Advanced Placement (AP) Program.

* The complete list of courses may be obtained in the principal's office and¹ in all teachers' handbooks.

PRE-ADVANCED PLACEMENT (PRE-AP) / ADVANCED PLACEMENT (AP)

Weighted Courses are highlighted in yellow.

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
Pre-AP English 9 W	Pre-AP English 10 W	AP English Language/Composition W	AP English Literature/Composition W
Pre-AP World History W	AP European History W	AP US History W	Pre-AP Government W Pre-AP Economics W
Pre-AP Algebra I W or Pre-AP Geometry W	Pre-AP Geometry W or Pre-AP Algebra II with Trig W	Pre-AP Algebra II with Trig W or Pre-AP Pre-Calculus W or Pre-AP Discrete Mathematics W	Pre-AP Pre-Calculus W or AP Calculus AB W or Pre-AP Discrete Mathematics W or AP Statistics W
Pre-AP Biology W	Pre-AP Chemistry W	AP Biology W or AP Chemistry W or Pre-AP Physics W or AP Physics W (PLTW)	AP Biology W or AP Chemistry W or Pre-AP Physics W or AP Physics W (PLTW)

Note: The diploma with the *Advanced Honors Endorsement* requires the courses listed above.

COLLEGE PREPARATORY ADVANCED (CPA)
Weighted Courses are highlighted in yellow.

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
CPA English 9	CPA English 10	CPA English 11	CPA English 12
CPA World History	CPA US History I	CPA US History II	CPA Government/Economics
CPA Algebra I	CPA Geometry	CPA Algebraic Connections <i>or</i> CPA Algebra II	CPA Algebra II <i>or</i> Pre-AP Algebra II with Trig W <i>or</i> Pre-AP Discrete Mathematics W
CPA Biology I	CPA Physical Science <i>or</i> CPA Chemistry I	CPA Marine Science <i>or</i> CPA Introduction to Biotechnology (senior level course – SDE guideline)	CPA Marine Science <i>or</i> CPA Introduction to Biotechnology (senior level course – SDE guideline)

Note: CPA students may enroll in select Pre-AP/AP courses based upon student performance.

COLLEGE PREPARATORY REGULAR (CPR)

NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELFTH GRADE
CPR English 9	CPR English 10	CPR English 11	CPR English 12
CPR World History	CPR US History I	CPR US History II	CPR Government/Economics
CPR Algebra I	CPR Geometry	CPR Algebraic Connections	CPR Algebra II
CPR Biology I	CPR Physical Science	Earth and Space Science <i>or</i> Environmental Science <i>or</i> Human Anatomy and Physiology	Earth and Space Science <i>or</i> Environmental Science <i>or</i> Human Anatomy and Physiology

Note: CPR students may enroll in select CPA and/or Pre-AP/AP courses based upon student performance.

Terms: 2; Days Met: All; Periods: All; Course Types: All

Term: 2	Period Daily Attendance	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Austin, Priscilla	Daily Attend 802100.057 9/40 Ev/131	AAS:Math-9 600459.020 5/15 Ev/131	AAS:Read-9 600419.020 5/15 Ev/131	AAS:EngLA-10 600440.300 1/15 Ev/131	AAS:SoSt-9 600499.040 5/15 Ev/131	AAS:Sci-9 600479.050 5/15 Ev/131		AAS:EngLA-9 600439.070 5/15 Ev/131
		AAS:Math-10 600460.010 2/15 Ev/131	AAS:Read-10 600420.020 2/15 Ev/131		AAS:SoSt-10 600500.040 2/15 Ev/131	AAS:Sci-10 600480.050 2/15 Ev/131		AAS:EngLA-10 600440.070 1/15 Ev/131
		AAS:Math-11 600461.010 0/15 Ev/131	AAS:Read-11 600421.021 0/15 Ev/131		AAS:SoSt-11 600501.040 0/15 Ev/131	AAS:Sci-11 600481.050 0/15 Ev/131		AAS:EngLA-11 600441.070 0/15 Ev/131
		AAS:Math-12 600462.010 2/15 Ev/131	AAS:Read-12 600422.020 2/15 Ev/131		AAS:SoSt-12 600502.040 2/15 Ev/131	AAS:Sci-12 600482.050 2/15 Ev/131		AAS:EngLA-12 600442.070 2/15 Ev/131
Baldwin, Chelsea Smith	Daily Attend 802100.048 34/40 Ev/121	Eng 9 CPR 200005aa.001 34/30 Ev/121	Lit Myth 200026.002 25/35 Ev/121	Eng 9 CPR 200005aa.003 34/30 Ev/121	Eng 9 CPR 200005aa.004 26/30 Ev/121	Eng 9 CPA 200005ab.005 21/30 Ev/121	Eng 9 CPA 200005ab.006 28/30 Ev/121	Planning 802111.024 0/0 Ev
				Eng Ess 9 700005.300 1/3 Ev/121				
Beasley, Colby Wynn		Planning 802111.005 0/0 Ev	PreAPAlgIITg 210017.002 26/30 Ev/501	AP Stats 210027.003 15/30 Ev/501	PreAPAlgIITg 210017.004 27/30 Ev/501	PreAPAlgIITg 210017.005 28/30 Ev/501	PreAPAlgIITg 210017.006 29/30 Ev/501	PreAPAlgIITg 210017.007 30/30 Ev/501
Boutwell, Brett	Daily Attend 802100.044 21/40 Ev/301	Health 250002.010 22/37 Ev/301	Health 250002.020 28/37 Ev/301	Health 250002.030 30/37 Ev/301	Health 250002.040 33/37 Ev/301			Planning 802111.037 0/0 Ev
Breland, Christie Marie	Daily Attend 802100.003 13/40 Ev/CHOIR	Arts Survey 280001.010 13/35 Ev/CHOIR Wood, Catherine W	Chorus I 280051.002 9/35 Ev/CHOIR	Chorus III 280055.003 3/30 Ev/CHOIR	Ensemble I 280051.004 12/30 Ev/CHOIR	Planning 802111.043 0/0 Ev		
				Chorus II 280053.003 16/30 Ev/CHOIR				
		Arts Survey 280001.001 13/35 Ev/200 Wood, Catherine W						
Bryant, Mark Stephen	Daily Attend 802100.023 29/40 Ev/503	Spanish 1 270153.001 29/35 Ev/503	Spanish 1 270153.002 35/35 Ev/503	Spanish 2 270154.003 34/35 Ev/503	Planning 802111.049 0/0 Ev	Spanish 2 270154.005 34/35 Ev/503	Spanish 1 270153.006 35/35 Ev/503	Spanish 2 270154.007 31/35 Ev/503

* Sample of teachers' schedules

Monday 10/10/2016	Tuesday 10/11/2016	Wednesday 10/12/2016	Thursday 10/13/2016	Friday 10/14/2016
<p>Marine Science</p> <p>Lesson Lab safety PPT; safety first pogil in lab</p> <p>Pre-AP Chemistry</p> <p>Lesson Lewis Dot Structures; Periodic Trends guided reading; lewis dot structure homework</p> <p>Standards 3 Use the periodic table as a systematic representation to predict properties of elements based on their valence electron arrangement. 3.b Develop and use models (e.g., Lewis dot, 3-D ball-and-stick, space-filling, valence-shell electron-pair repulsion [VSEPR]) to predict the type of bonding and shape of simple compounds.</p>	<p>Marine Science</p> <p>Lesson Plankton Ted Ed Plankton Notes</p> <p>Standards MS8 Obtain and communicate information to describe the life cycles, reproductive patterns, feeding strategies and adaptations of major vertebrate and invertebrate taxonomic groups</p> <p>Pre-AP Chemistry</p> <p>Lesson Go over periodics test; review for test tomorrow; Periodic trends notes</p> <p>Standards 3.a Analyze data such as physical properties to explain periodic trends of the elements, including metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity and electron affinity, ionization energy, and atomic-covalent/ionic radii and how they relate to position in the periodic table.</p>	<p>Marine Science</p> <p>Lesson Review; Lab safety test; finish plankton notes; microscope worksheet</p> <p>Standards MS8 Obtain and communicate information to describe the life cycles, reproductive patterns, feeding strategies and adaptations of major vertebrate and invertebrate taxonomic groups</p> <p>MS10 Obtain and communicate information to demonstrate understanding of the structure and function of the abiotic and biotic factors in various marine ecosystems.</p> <p>Pre-AP Chemistry</p> <p>Lesson Lewis dot practice; lewis dot structure practice; finish periodict trends notes chemicool people; label periodic table with trends (if it comes in)</p> <p>Standards 3.a Analyze data such as physical properties to explain periodic trends of the elements, including metal/nonmetal/metalloid behavior, electrical/heat conductivity,</p>	<p>Marine Science</p> <p>Lesson Microscope worksheet</p> <p>Standards MS8 Obtain and communicate information to describe the life cycles, reproductive patterns, feeding strategies and adaptations of major vertebrate and invertebrate taxonomic groups</p> <p>Pre-AP Chemistry</p> <p>Lesson Chemicool people if needed It's in the Cards ASIM Activity</p> <p>Standards 3.a Analyze data such as physical properties to explain periodic trends of the elements, including metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity and electron affinity, ionization energy, and atomic-covalent/ionic radii and how they relate to position in the periodic table.</p>	<p>Marine Science</p> <p>Lesson Microscope practice and worksheet</p> <p>Standards MS8 Obtain and communicate information to describe the life cycles, reproductive patterns, feeding strategies and adaptations of major vertebrate and invertebrate taxonomic groups</p> <p>Pre-AP Chemistry</p> <p>Lesson finish its in the cards back page; make flashcards for quiz on tuesday</p>

* Sample lesson plan

Monday 11/14/2016	Tuesday 11/15/2016	Wednesday 11/16/2016	Thursday 11/17/2016	Friday 11/18/2016
<p>AP Language and Composition</p> <p>Vocabulary 6, "Where I Lived, and What I Lived For"</p> <p>Lesson Bellringer--vocabulary unit 6 pg 70-71--define using context clues</p> <ul style="list-style-type: none"> introduce vocabulary unit 6 read aloud "Where I Lived and What I Lived For" pg. 276-281; answer questions #1-6 on pg. 281 and write a precis <p>Homework Post American Assignment #1 before midnight to be on time; finish classwork</p> <p>Standards</p> <p>38 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. [L.11-12.4]</p> <p>8 Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. [RL.11-12.9]</p> <p>CCRA.R.9</p>	<p>AP Language and Composition</p> <p>Current Events, "Where I Lived and What I Lived For"</p> <p>Lesson Bellringer: Local/ State Current Event Precis</p> <ul style="list-style-type: none"> check homework review discussion questions from classwork/ homework AP quiz on text students working in pairs to complete rhetorical triangles <p>Homework finish rhetorical triangle</p> <p>Standards</p> <p>1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]</p> <p>3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]</p>	<p>AP Language and Composition</p> <p>Rhetorical Device--allusion, "Walking the Path Between Worlds"</p> <p>Lesson Bellringer: rhetorical Device workbook--allusion pg. 72-78--define and ex. 1 (device friendly)</p> <ul style="list-style-type: none"> ACT prep #11,12 go over bellringer read "Walking the Path Between Worlds" pg. 300-306-- questions #1-8 pg. 306; write a precis <p>Homework complete a precis</p> <p>Standards</p> <p>6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]</p> <p>5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. [RL.11-12.5]</p>	<p>AP Language and Composition</p> <p>Current Events, "Walking the Path Between Worlds"</p> <p>Lesson Bellringer: National/ International Current Events Precis--msnbc.com or cbsnews.com</p> <ul style="list-style-type: none"> check homework check bellringers go over reading questions rhetorical triangle for text in pairs <p>Homework argumentative essay timed writing #2 tomorrow in class</p> <p>Standards</p> <p>14 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.11-12.5]</p> <p>15 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. [RI.11-12.6]</p>	<p>AP Language and Composition</p> <p>Argumentative Essay Timed Writing #2</p> <p>Lesson Argumentative Timed Writing #2--(humorists)</p> <p>Homework work on outside reading</p> <p>Standards</p> <p>19 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.11-12.1]</p> <p>19.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. [W.11-12.1a]</p> <p>19.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's</p>

* Sample lesson plan

Reading and Language Arts teachers from Saraland Middle and High Schools hold a vertical alignment meeting to collaborate on students' instructional needs.



Students collaborating on a trigonometry scavenger hunt. They used trig to solve real world word problems.





Tweet



Lauren Cunningham
@SHSLCunningham

We held a mock election to learn about the electoral college. It was a tough race between Coca Cola and Sprite, but Coke took the lead!



Reply to Lauren Cunningham



Home



Explore



Notifications



Messages

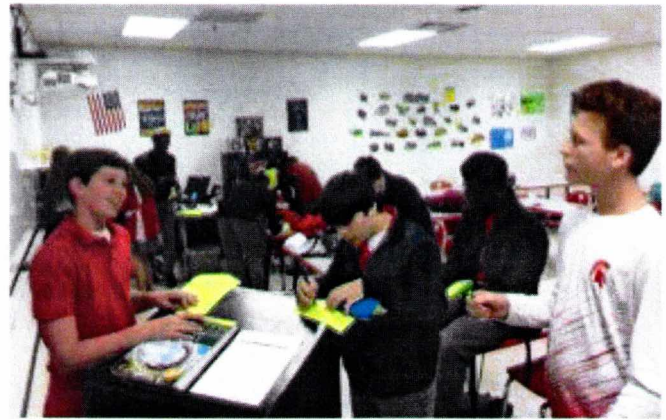
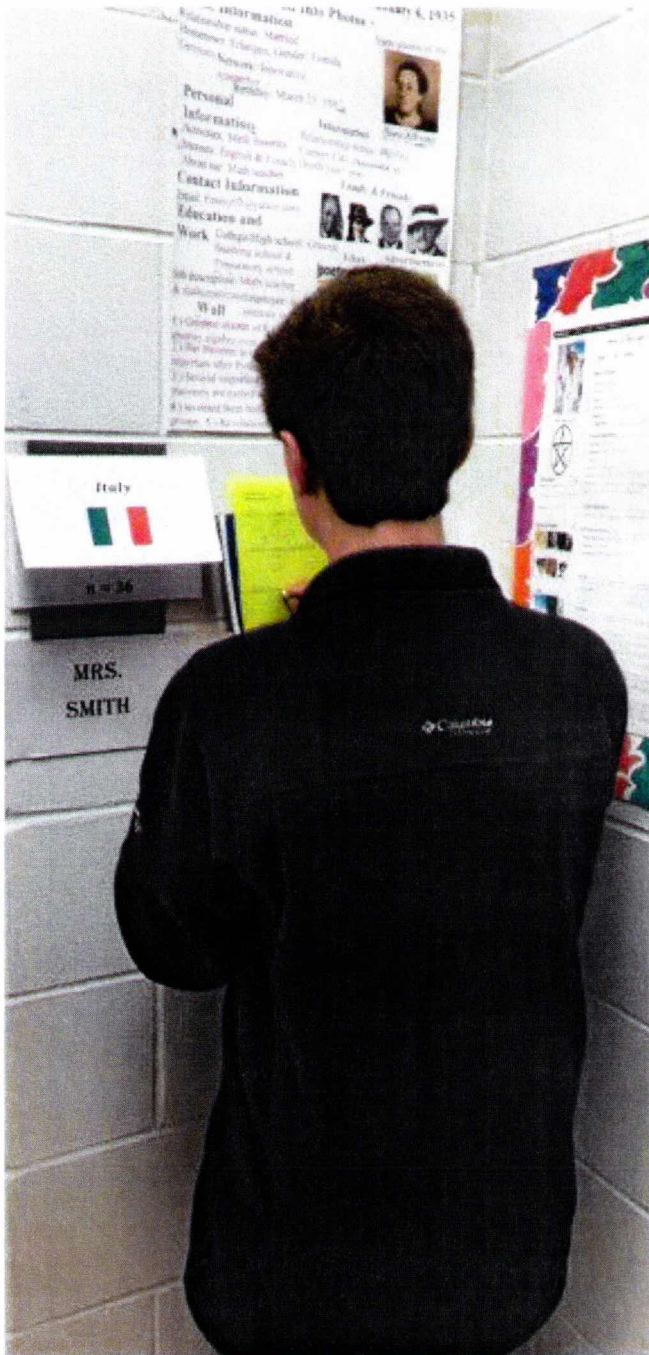


Me

In April of 2016, the English department at SHS implemented its first annual Character Walk. The SHS Character Walk encouraged literacy by allowing CPA, Pre-AP, and AP students to come to school dressed as a character they had read about throughout last year. During their English class, all students reported to the competition gym for a “meet and greet” with their peers. Students took on their characters’ traits, both physically and mentally, and interacted with peers as they toured the gym.



Geometry students reviewing mid segments and angle bisectors with a scavenger hunt around the world!





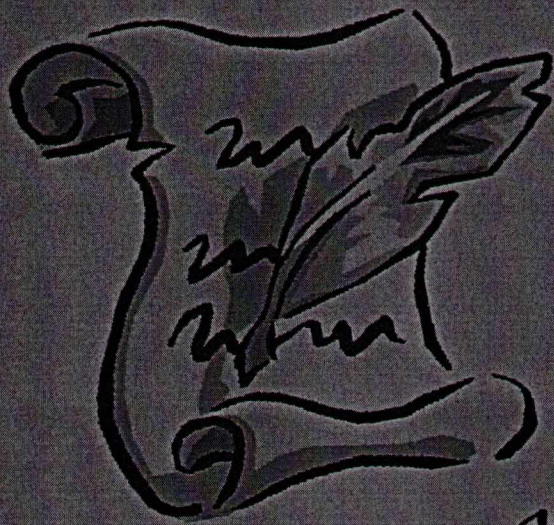
This picture depicts a student cutting usable steel strips with a plasma torch and a track carriage from donated scrap steel pieces in the welding lab.



Students in health sciences learn to assess blood pressure.



Students in health sciences class learn to label body planes, directions, and cavities.



Mrs. Edwards' Creative Writing Class
Personal Mission Statements
And
Personal Metaphors

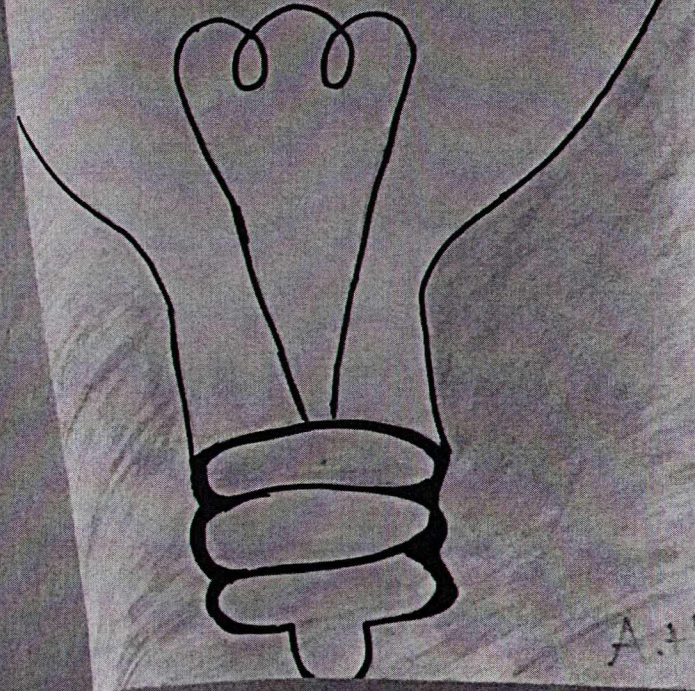
* Sample student work

My mission is to jump into life with both feet
tripping with passion, hope to learn from
from it. I want to go on adventures and lose
around me. I want to feel peace and
I want to find understanding and
to be an amazing wife to the love of my
living children. I hope for those

My mission is to be a light of the world. I refuse to
accept any negative energy into my life. I will always
keep an open mind and take in any knowledge I can get
I will always put God first in my life, and influence
others in such a way that they would do the same.
I will always be a loyal friend and family member, and
I will never settle for less than I can be.

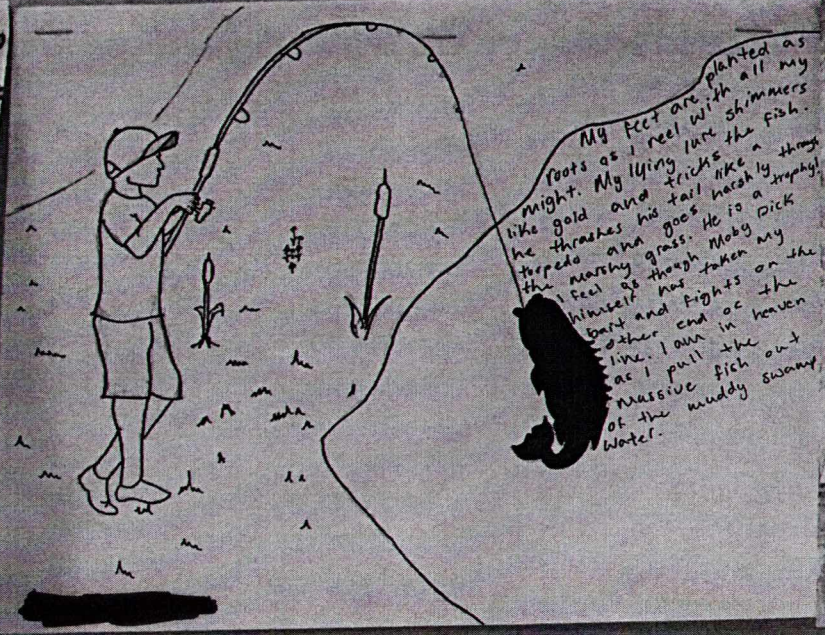
My mission is to help the world
and to help the environment. We
need to change how we treat
the Earth and all that live on it.
I want to see my parents proud
of me for making a change in
the world and for being who
I am. I plan to be with my
friends for a long time and make
lots of memories. I want to
make sure my kids love the
Earth and the people around
them because it's all we have.

MY MISSION to be a light of the world. I refuse to
accept any negative energy into my life. I will always
keep an open mind and take in any knowledge I can get
I will always put God first in my life, and influence
others in such a way that they would do the same.
I will always be a loyal friend and family member, and
I will never settle for less than I can be.



A.31

until I refuse to
will always
ledge I can get
influence
do the same.
member, and



My feet are planted as
I reel in all my
shimmers
like gold and tricks
might. My lying lure the fish.
he thrashes his tail like a trophy!
torpedo and goes like a
the marshy grass. He is a dick
I feel as though Moby my
himself has taken on the
part and fights on the
other end of the
line. I am in
as I pull the
massive fish out
of the muddy swamp
water.

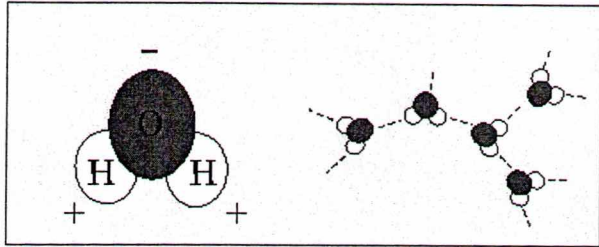
For many, my rising gives hope for renewal. I
serve as a constant reminder that second chances
are possible. I tend to leave my mark on those I
meet. My presence brings people happiness. I am a
nurturer and provider. Some rely on my energy for
growth and to provide warmth. At times my fire is
overwhelming, but I've learned to keep my distance.
In my absence, anticipation arises. I'm the
embodiment of passion, life, and new beginnings.



*Sample Student Work

The Properties of Seawater

71% of the Earth is covered by water and 97% of this water is in the oceans. Water is made up of two atoms of hydrogen and one atom of oxygen. Because of water's electronic structure, the oxygen atom has a slight negative charge on it and the hydrogen atoms are slightly positive. Water is considered a polar molecule. When water molecules are close together, their positive and negative regions are



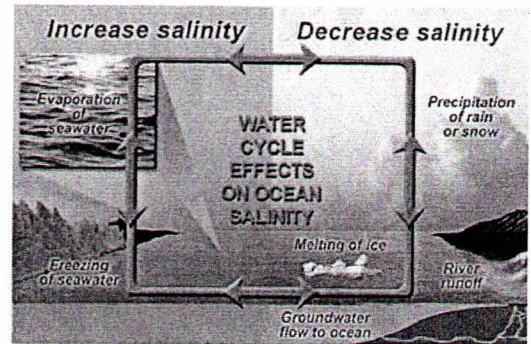
attracted. These attractive forces are known as hydrogen bonds. Hydrogen bonds are the reason for water's very special properties that make life on Earth possible.

Water is the only natural substance that is found as a gas (water vapor), a liquid and a solid (ice) on Earth.

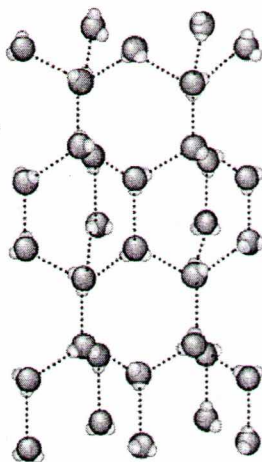
Density is a measure of how compact a substance is. It is defined as mass divided by volume. Solids are almost always the densest form of a substance, then liquids and then gases. As temperature increases, the density generally decreases. Pure water is an exception to this and is the only substance that has its highest density as a liquid. Water is at its most dense at about 4 °C. This is because hydrogen bonds between water molecules give ice a very stable open ordered structure. This crystal structure of ice takes up more space than the molecules do as a liquid. At low temperatures, water has a higher density than ice and this means that ice floats.

Adding salt to water increases its density. It also prevents the formation of hydrogen bonds. This means seawater, unlike pure water, doesn't have its maximum density at 4 °C, but when it freezes into

ice. It also means that seawater freezes below 0 °C (this is why they put salt onto icy roads, it lowers the melting point of the ice). Seawater contains several dissolved ions, but 85% of them are sodium and chloride. As ocean water evaporates it leaves the solutes behind. This increases the salinity. Runoff from rivers or rain dilutes the solutes and decreases the salinity. The average salinity of the ocean is about 35 parts per thousand, or 35 ‰. Hot, dry climates create high salinities in the ocean, like the Red Sea (40 ‰).



Solid water (ice)



As seawater gets colder, it gets denser. Cold seawater tends to sink in the ocean. Temperatures in the ocean vary considerably more than salinity, so density is controlled more by temperature than salinity.

Water has a very high specific heat capacity. This means that a lot of energy is needed to increase its temperature (energy is needed to overcome the hydrogen bonds). As the Earth is 71% water, energy from the sun causes only small changes in the planet's temperature. This stops the Earth getting too hot or too cold and makes conditions possible for life. Heat is stored by the ocean in summer and released back to the atmosphere in winter. Oceans, therefore, moderate climate by reducing the temperature differences between seasons.

Water also has a high heat of vaporization. This means a lot of energy from the sun is needed to turn liquid water into vapor. It takes four times as much energy to heat water by 1 °C than it does to heat air. As water vapor moves from warm areas to cooler regions it condenses back to a liquid and may form rain. This releases heat, which warms

the air. The enormous amount of energy involved powers the storms and winds on Earth.

Because water is a polar molecule it is good at dissolving many substances. The hydrogen bonds help stabilize other polar molecules. Things like oxygen, carbon dioxide, nutrients and waste materials dissolve well in seawater. This allows the

transport of these substances to ocean organisms and makes their biological processes possible. The most important gasses in the ocean are oxygen (O₂) carbon dioxide (CO₂), and nitrogen (N₂). All three are found in the atmosphere and dissolve in seawater at the sea surface. Oil is not a polar molecule and doesn't mix with water. That is why oil spills float on top of the ocean.

Questions:

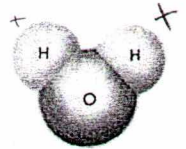
1. How much of the Earth's surface is covered by water?

71%

2. How much of the Earth's water is in the oceans?

97%

3. Label the parts of this water molecule as "slightly positive +" or "slightly negative -".



4. What are hydrogen bonds?

are the reason for water's very special properties that make life on earth possible.

5. What are the consequences of these hydrogen bonds?

~~They~~

X

6. Why does ice float and not sink?

At 4°C it becomes less dense.

7. What happens, if water contains more salt?

It becomes more dense.

8. Why does seawater taste salty?

It's saltwater.

9. Suppose the Earth did not have so much water in the oceans, what would be the result?

We wouldn't have the same seasons.

10. Water has a high heat of vaporization. What does this mean?

It means it takes a lot of the sun's heat to make it evaporate.

11. How much more energy does it take to heat water by 1°C compared to air?

4x more

12. What process in water allows the nutrient supply for life in the oceans?

Water cycle

13. The Baltic Sea is in a cold climate with lots of precipitation. Compared to the average what salinity would you guess it to have?

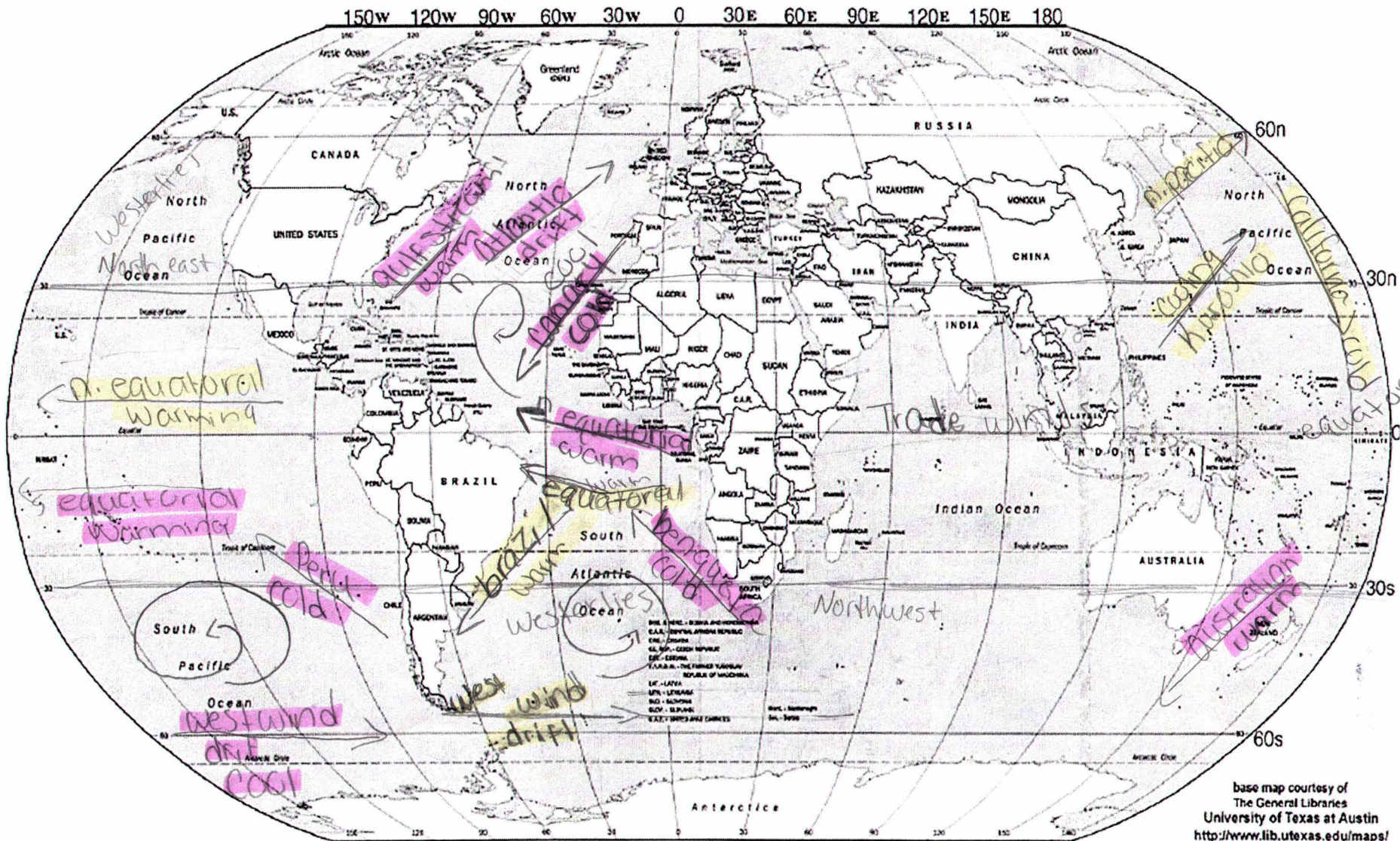
25‰

14. Choose the right words to properly complete this sentence. Seawater with (more) dissolved solutes and (warmer/colder) temperature will be the densest.

Activity #2 - Wind Driven Ocean Circulation



Global Ocean Basin Chart



CHEMISTRY

LEARNING TARGET

Students will be able
to draw molecules and
determine if they are
polar or nonpolar.

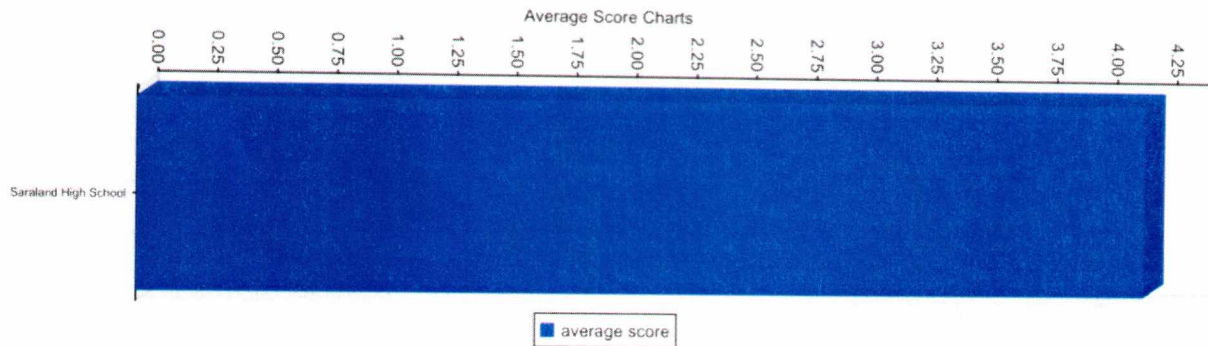
* Sample objective
posted

ELL/DIVERSE

SHS Survey Evidence Standard 3.1

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.1, SMS's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. According to the parent survey results, the average score for this indicator was 3.94 in May 2016 and increased to an average score of 4.08 in December 2016. Therefore, the results show parents believed the school has achieved this indicator.

Staff



3.1 Indicator

Standard 3 states the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For indicator 3.1, SMS's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. According to the staff survey results, the average score for this indicator was 4.11 in May 2016 and increased to an average score of 4.36 in December 2016. Therefore, the results show the staff believed the school has achieved this indicator.