

ACADEMIC DEVELOPMENT

Standard A:

Students will acquire the attitudes, awareness, knowledge and skills that contribute to effective learning in schools and across life span.

Students will:

K-3	4-6	7-8	9-12
<p>STUDY SKILLS</p> <p>Time Management Complete school tasks/routines in time allotted.</p> <p>Follow routines, including having the flexibility to adjust to changes in routines.</p> <p>-Constructed response (checklists, rubrics) -Performance-based (observations) <i>Formative/Summative</i></p> <p>Organization</p> <p>Maintain organization in lockers, desks, folders, and backpacks.</p> <p>-Constructed response (checklists) -Performance-based (observations) <i>Formative/Summative</i></p>	<p>STUDY SKILLS</p> <p>Time Management Utilize time management when completing individual and group tasks with varying levels of independence.</p> <p>Develop a plan to organize and complete assignments both in and out of school in time allotted.</p> <p>-Constructed response (checklists, rubrics, novel book clubs with written response) -Extended response (reports both in and out of school) -Performance-based (observations) <i>Formative</i></p> <p>Organization</p> <p>Maintain and utilize planner for homework and daily events. Organize supplies and locker. Anticipate and plan for special activities before, during, and after school.</p> <p>-Performance-based (planner, locker checks, report cards comments, observations) -Constructed response (checklists) <i>Formative</i></p>	<p>STUDY SKILLS</p> <p>Time Management Apply a time management system for meeting classwork and homework deadlines.</p> <p>Manage competing priorities and explain/demonstrate how these decisions are academically responsible.</p> <p>-Constructed response (short answer) -Performance-based (rubric-checklists, planner checks, report card comments) <i>Formative/Summative</i></p> <p>Organization</p> <p>Apply an effective, individualized organization system, to assist in meeting academic demands.</p> <p>-Performance-based (planner check with constructed response, report cards comments) <i>Formative/Summative</i></p>	<p>STUDY SKILLS</p> <p>Time Management Independently create and apply a time management system, analyze effectiveness, and make appropriate adjustments.</p> <p>Evaluate and weigh the consequences of competing priorities and implement an effective plan of action that demonstrates academic responsibility.</p> <p>-Constructed response (written/verbal short-answer) -Performance-based (observations, report card comments) <i>Formative</i></p> <p>Organization</p> <p>Independently implement and assess an organization system to meet academic demands.</p> <p>-Constructed response (oral discussion) -Performance-based (observations, report cards comments) <i>Formative</i></p>

<p>Task Analysis Select tools and explain steps needed to complete task.</p> <p>-Constructed response (checklists) -Performance-based (observations) <i>Formative</i></p> <p>Goal Setting Evaluate, with support, strengths and focus areas in order to identify goals and develop pathways to achieve them.</p> <p>-Extended response (portfolio, journals) <i>Summative</i></p> <p>Self Concept Identify academic strengths and focus areas.</p> <p>Explain what a goal is and be able to identify individual academic goals and steps needed to achieve them.</p> <p>Recognize individual needs and seek appropriate school resources (self-advocacy). -Constructed response (conferencing, self-assessment and reflection) <i>Formative/Summative</i></p>	<p>Task Analysis Utilize resources with greater independence and plan and follow steps needed to complete task.</p> <p>-Extended response (projects) -Performance-based (observations) <i>Formative</i></p> <p>Goal Setting Evaluate, independently, strengths and focus areas in order to identify and refine goals and further develop pathways to achieve them.</p> <p>-Constructed response (personal improvement plan) <i>Summative</i></p> <p>Self Concept Identify, independently, academic strengths and focus areas.</p> <p>Apply persistence and be able to identify individual academic goals and steps needed to achieve them.</p> <p>Recognize individual needs and seek appropriate school resources (self-advocacy). -Constructed response (self-assessment) <i>Formative/Summative</i></p>	<p>Task Analysis Follow steps necessary to complete a task and reflect on their effectiveness and revise when necessary.</p> <p>-Extended response (projects) -Performance-based (scientific method) -Constructed response (journal entries) <i>Formative</i></p> <p>Goal Setting Understand and apply the goal setting model to various academic challenges.</p> <p>-Performance-based (4 year plan, high school plan) <i>Formative</i></p> <p>Self Concept Develop an awareness of one's abilities as a learner, then apply awareness to set goals for improvement.</p> <p>Model ability to monitor and adjust approach in adverse situations while maintaining feelings of competence and confidence as learners.</p> <p>Seek appropriate school and community resources to self advocate. -Constructed response (short answer) -Performance-based (observation, teacher feedback, journal) <i>Formative</i></p>	<p>Task Analysis Develop, independently, steps necessary to complete a task, and revise as necessary.</p> <p>-Performance-based (observations) <i>Formative</i></p> <p>Goal Setting Understand and apply the goal setting model independently to various academic challenges.</p> <p>-Performance-based (self assessment, oral discussion, checklist, observations) <i>Formative/Summative (post-high school transition planning)</i></p> <p>Self Concept Reassess, continually, and accept one's abilities as a learner, select challenging goals, and reflect upon relationship between successfully achieving these goals and improving self concept.</p> <p>Apply effective internalized strategies to successfully navigate complex academic situations.</p> <p>-Constructed Response (oral discussion) -Performance-based (self assessment, observations, graphic organizers (program planning sheets) <i>Formative/Summative</i></p>
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<p>Following Directions/Rules/Policies</p> <p>Listen and comprehend in order to follow directions.</p> <p>-Performance-based (observations, checklists, monitoring of behavior plan chart with constructed response) <i>Formative</i></p>	<p>Following Directions/Rules/Policies</p> <p>Demonstrate the ability to independently follow directions/rules/policies and understand consequences.</p> <p>-Performance-based (observations, checklists, monitoring of behavior plan chart with constructed response) <i>Formative</i></p>	<p>Following Directions/Rules/Policies</p> <p>Demonstrate the ability to independently follow directions/rules/policies and understand and accept short and long term consequences.</p> <p>-Performance-based (observation) <i>Formative</i></p> <p>-Constructed response (discipline referrals short answer written response) <i>Summative</i></p>	
<p>Problem Solving</p> <p>Identify a problem and generate and implement possible solutions.</p> <p>-Constructed response (log, charting, brainstorming, short answer during Character Education programs) -Performance-based (assemblies, roleplays, observation during Character Education programs, rubric) <i>Formative/Summative</i></p>	<p>Problem Solving</p> <p>Understand and apply the problem solving model (identify the problem, brainstorm multiple solutions, think about the consequences, determine the appropriate choice, evaluate).</p> <p>-Constructed response (short answer(oral and written) during Character Education programs) -Performance-based (roleplays, character-building day—group problem solving activities, observation during Character Educations programs, rubric) <i>Formative/Summative</i></p>	<p>Problem Solving</p> <p>Demonstrate an understanding of the problem solving model by integrating it into a variety of situations.</p> <p>-Constructed response- (interview) -Performance-based (observation, rubric) <i>Formative/Summative</i></p>	<p>Problem Solving</p> <p>Utilize the problem solving model and integrate across a variety of situations.</p> <p>-Constructed response (journal, oral discussion) -Performance-based (role play, simulations, rubric) <i>Formative/Summative</i></p>
<p>Interpersonal Skills</p> <p>Learn and exhibit basic skills of cooperation as partners and/or as members of a group.</p> <p>-Constructed response (self-assessment) -Performance-based (observation) <i>Formative/Summative</i></p>	<p>Interpersonal Skills</p> <p>Apply communication skills and conflict resolution skills when collaborating with others.</p> <p>-Constructed response (self-evaluation) -Performance-based (observations, checklists during Socratic seminars) <i>Formative/Summative</i></p>	<p>Interpersonal Skills</p> <p>Demonstrate the ability to work independently and cooperatively with other students.</p> <p>-Performance-based (observation, teacher feedback) <i>Formative</i></p>	<p>Interpersonal Skills</p> <p>Demonstrate the ability to work independently, as well as the ability to work cooperatively, with others within school and community.</p> <p>Performance-based (self/peer constructed response, observation) <i>Formative</i></p>

<p>Self advocacy</p> <p>Express feelings, thoughts, and needs in a socially acceptable and effective manner.</p> <p>-Constructed response (self-reflection) -Performance-based (observation during writing process) <i>Formative/Summative</i></p> <p>Respect for Others</p> <p>Define and apply respect for peers, adults, and property.</p> <p>-Extended response (Character Education books with discourse, observations) -Performance-based (community meetings, roleplays, fishbowls, socratic seminar, book club, trouble box and buckets with discourse) <i>Formative/Summative</i></p> <p>Work Ethic</p> <p>Recognize successes in order to take pride in work and achievements.</p> <p>Analyze personal work habits and modify when necessary.</p> <p>-Performance-based (self reflection, report cards comments with checklist, rubrics) <i>Formative/Summative</i></p>	<p>Self advocacy</p> <p>Appropriately express one's needs and seek assistance when necessary.</p> <p>-Constructed response (self-reflection) -Performance-based (observation during writing process) <i>Formative/Summative</i></p> <p>Respect for Others</p> <p>Demonstrate acceptance for others' ideas and opinions, throughout all academic situations.</p> <p>-Extended response (cultural acceptance through DBQ's) <i>Formative/Summative</i></p> <p>Work Ethic</p> <p>Recognize successes in order to take pride in work and achievements.</p> <p>Analyze personal work habits and modify when necessary.</p> <p>-Performance-based (observation, school wide recognition programs) -Constructed response (work and study habits checklist) <i>Formative/Summative</i></p>	<p>Self advocacy</p> <p>Analyze and independently articulate solutions for daily issues in a socially acceptable manner, while advocating for self when necessary.</p> <p>-Performance-based (observation, interview) -Extended response (journal entries) <i>Formative</i></p> <p>Respect for others</p> <p>Model understanding and accept others' differences.</p> <p>-Performance-based TBD <i>Formative</i></p> <p>Work Ethic</p> <p>Display pride in work and achievement and continually strive for peak performance.</p> <p>Reflect on individual choices on academic performance and develop a new approach if necessary.</p> <p>-Constructed response (interview) -Performance-based (4 year plan, report card comments) <i>Formative/Summative</i></p>	<p>Self advocacy</p> <p>Express, independently, one's needs as a learner and seek assistance when necessary.</p> <p>-Constructed response (oral discussion) -Performance-based (observation, self-reflection) <i>Formative</i></p> <p>Respect for others</p> <p>Model understanding and appreciation for others' differences.</p> <p>-Performance-based TBD <i>Formative</i></p> <p>Work Ethic</p> <p>Display pride in work and achievement in academic and community settings.</p> <p>Evaluate the impact of choices on academic performance and adjust when necessary.</p> <p>-Performance-based (self reflection, observations, graphic organizers) <i>Formative/Summative</i></p>
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ACADEMIC DEVELOPMENT

Standard B:

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Students will:

K-3	4-6	7-8	9-12
<p>MOTIVATION Demonstrate initiative and strive to reach one's potential.</p> <p>Acquire the skills needed to become a learner.</p> <p>-Constructed response (writing) -Performance-based (observation, plays) <i>Summative</i></p>	<p>MOTIVATION Define & demonstrate ability to strive for highest level of achievement.</p> <p>Acquire the skills needed to become a self directed/independent learner.</p> <p>-Constructed response (writing) -Performance-based (observation, report card comments/effort grades, rubric with self assessment) <i>Formative/Summative</i></p>	<p>MOTIVATION Follow a rigorous academic program and achieve at the highest level of individual potential.</p> <p>Learn and apply skills to become a self-directed learner.</p> <p>-Performance-based (4 year plan with constructed response, report card comments/effort grades) <i>Formative/Summative</i></p>	<p>MOTIVATION Create a rigorous academic program that challenges individual potential and exceeds traditional graduation requirements.</p> <p>Develop and implement an individualized plan to consistently demonstrate the skills of a self-directed learner.</p> <p>-Constructed response (writing, oral discussion) -Performance-based (implementation of annual program planning form) <i>Formative/Summative</i></p>

LONG RANGE PLANNING	LONG RANGE PLANNING	LONG RANGE PLANNING	LONG RANGE PLANNING
Evaluate the importance of learning and developing time management skills.	Evaluate regularly, with increasing independence, academic progress and adjust plans where necessary.	Develop an initial 4 year plan of study to maximize academic ability and achievement.	Develop and implement a rigorous annual plan of study to maximize academic ability and achievement.
Create and participate in opportunities for learning outside of the classroom (PTSA, Reflections Program, etc.).	Explore extra curricular options and outside learning through a variety of experiences such as school clubs, and intramurals.	Access extra curricular activities to create a well-rounded experience that expands high school opportunities.	Access extra curricular activities and/or work opportunities to create a well-rounded experience that expands post high school opportunities.
Explore how one's work habits influence success.	Analyze assessment results, academic results, and classroom performance to inform planning.	Explain the connection between performance/effort and academic placement opportunities.	Use assessment/ performance data to inform educational planning and decision making.
<p>-Performance-based (extracurriculars) -Extended response (projects, performances) Summative</p>	<p>-Performance-based (extracurriculars, observations) -Extended response (projects, performances) Formative/Summative</p>	<p>-Constructed Response- (short answer written response to future plans) -Performance-based (development of 4 year plan, report card comments) -Extended response (career portfolio) Formative/Summative</p>	<p>-Constructed response (graphic organizer, oral discussion) -Extended Response (portfolio, student writing - TBD) -Performance-based (checklist – TBD) Formative/Summative</p>

ACADEMIC DEVELOPMENT

Standard C:

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Students will:

K-3	4-6	7-8	9-12
<p>LIFE SKILLS</p> <p>Identify the various responsibilities, with adult support, of school, home and community.</p> <p>-Constructed response(checklist), -Performance-based (observation) <i>Formative/Summative</i></p>	<p>LIFE SKILLS</p> <p>Balance the various responsibilities of school, home and community, with adult support.</p> <p>-Performance-based (observations and report card comments) <i>Formative/Summative</i></p>	<p>LIFE SKILLS</p> <p>Demonstrate the ability to balance the increasing responsibilities of school, home and community, and seek adult support when necessary.</p> <p>-Constructed response- (interview) -Performance-based (observation) <i>Formative/Summative</i></p>	<p>LIFE SKILLS</p> <p>Demonstrate the ability to balance school, home and community responsibilities.</p> <p>-Performance-based (observation, report card comments) <i>Formative/Summative</i></p>
<p>LIFE-LONG LEARNING</p> <p>Identify the importance of school.</p> <p>Develop an awareness of the ability to incorporate skills learned in school in all areas of life.</p> <p>-Constructed response (discourse) -Performance-based (checklists) <i>Summative</i></p>	<p>LIFE-LONG LEARNING</p> <p>Incorporate skills learned in school in all areas of life.</p> <p>Apply the skills learned in school in all areas of life.</p> <p>-Constructed response(discourse) -Extended response(writing) <i>Formative</i></p>	<p>LIFE-LONG LEARNING</p> <p>Recognize the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.</p> <p>Analyze how school success is the preparation for making the transition from student to a contributing member of society.</p> <p>Explore extra-curricular and community opportunities to enhance the school experience.</p> <p>-Performance-based (constructed response, 4 year plan) -Extended response (career portfolio) <i>Formative</i></p>	<p>LIFE-LONG LEARNING</p> <p>Articulate the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.</p> <p>Synthesize skills learned in school to assist in the transition from student to a contributing member of society.</p> <p>Explore and participate co-curricular, work study, and job shadowing opportunities to enhance the school experience.</p> <p>-Constructed response (oral discussion) -Performance-based (simulation) -Extended response (student writing – TBD) <i>Formative</i></p>

