

Students will understand that developing and activating an informed plan about college and or career is a key component of post-graduate success.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	PD
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	<input type="checkbox"/> Complete a learning style inventory <input type="checkbox"/> Demonstrate an awareness and knowledge of the work of family members, school personnel, and community workers. <input type="checkbox"/> Describe jobs that are present in the community or region.	<input type="checkbox"/> Identify my preferred learning styles <input type="checkbox"/> Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends and/or neighbors and share that information with classmates. <input type="checkbox"/> Use media and technology to identify a variety of occupations.	<input type="checkbox"/> Develop strategies specific for my learning style <input type="checkbox"/> Explore the educational requirements of a variety of career paths <input type="checkbox"/> Identify the use of a range of resources to gather information about careers	<input type="checkbox"/> Assess and develop strategies specific for my multiple intelligences <input type="checkbox"/> Make and set goals for reaching potential career paths <input type="checkbox"/> Demonstrate the use of a range of resources to gather information about careers	<input type="checkbox"/> Implement and communicate strategies specific for my multiple intelligences <input type="checkbox"/> Activate an informed and realistic plan for college or career <input type="checkbox"/> Demonstrate the skills necessary to complete a job or college application, and create a professional portfolio*.	<input type="checkbox"/> Apply multiple intelligence strategies to a variety of settings <input type="checkbox"/> Activate an informed, realistic, and ambitious plan for college or career <input type="checkbox"/> Complete a job shadow or an internship linked to my career goals

*Professional portfolio may include: resume, cover letter, transcript, letters of recommendation, work evidence, etc.

Students will demonstrate the characteristics and behaviors necessary for success in school, work, and everyday settings.

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	<input type="checkbox"/> Identify the basic skills in working cooperatively/ collaboratively with others. <input type="checkbox"/> Listen to adult feedback. <input type="checkbox"/> Identify the difference between respectful and disrespectful behavior. <input type="checkbox"/> Identify likes, dislikes, interests, abilities, and skills.	<input type="checkbox"/> Demonstrate basic skills in working cooperatively/ collaboratively with others. <input type="checkbox"/> Actively listen to adult feedback, and be open to adapting my opinions. <input type="checkbox"/> Explain why tolerant and respectful behavior is important. <input type="checkbox"/> Demonstrate an understanding of how likes, dislikes, interests, abilities, and skills relate to identifying personal and academic goals.	<input type="checkbox"/> Work toward a common goal as a member of a group for the greater good. <input type="checkbox"/> Demonstrate the ability to make changes based on adult feedback. <input type="checkbox"/> Demonstrate tolerance and respect of self and others. <input type="checkbox"/> Make and set goals for academics and personal life.	<input type="checkbox"/> Demonstrate the ability to lead others as well as to support the leadership of a group. <input type="checkbox"/> Demonstrate the ability to use peer and adult feedback. <input type="checkbox"/> Learn how to use conflict management skills with peers. <input type="checkbox"/> Identify alternative ways of achieving goals and solving problems.	<input type="checkbox"/> Demonstrate effective and flexible group skills as a group member or leader. <input type="checkbox"/> Demonstrate the ability to respond to feedback from a variety of perspectives. <input type="checkbox"/> Apply a variety of conflict management skills with peers and adults. <input type="checkbox"/> Evaluate and utilize a variety of strategies to activate an informed and realistic action plan.	<input type="checkbox"/> Demonstrate effective and flexible group skills as a mentor (tutor, coach, youth leader) in the school or in their community. <input type="checkbox"/> Actively solicit feedback from a variety of perspectives in order to revise and improve my work. <input type="checkbox"/> Actively mediates conflict between peers and advocates for others. <input type="checkbox"/> Evaluate and utilize a variety of strategies to activate an informed, realistic, and ambitious action plan.

Students will understand that the continuous acquisition of skills and knowledge contribute to being an effective learner.

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	<input type="checkbox"/> Identify the steps required to complete a task. <input type="checkbox"/> Explore what I'm good at and what challenges me. <input type="checkbox"/> Identify time/task management tools.	<input type="checkbox"/> Self-monitor progress in achievement of tasks by setting time limits. <input type="checkbox"/> Identify examples of my personal and academic strengths and weaknesses. <input type="checkbox"/> Understand the importance of time/task management tools for managing my daily activities.	<input type="checkbox"/> Utilize my PLP for keeping track of progress and goals, and adjust priorities as needed. <input type="checkbox"/> Understand how my personal and academic strengths and weaknesses impact my learning. <input type="checkbox"/> With assistance, regularly utilize a time/task management tool to manage my daily responsibilities.	<input type="checkbox"/> Actively monitor and revise my PLP, for keeping track of progress and goals, and adjust priorities as needed. <input type="checkbox"/> Evaluate and communicate how my personal and academic strengths and weaknesses affect my academic needs. <input type="checkbox"/> With minimal assistance, regularly utilize a time/task management tool to manage my daily responsibilities.	<input type="checkbox"/> Evaluate the skills I learned by using my PLP to determine the best method for keeping track of my progress and goals as a post-graduate. <input type="checkbox"/> Independently use strategies and resources that contribute to my success as a self-directed learner. <input type="checkbox"/> Independently utilize a time/task management tool to manage my daily responsibilities.	<input type="checkbox"/> Develop my own system for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time. <input type="checkbox"/> Continuously acquire new skills and resources to be an effective learner. <input type="checkbox"/> Apply task/time management strategies in and outside of school, and in co-curricular activities.

Students will demonstrate the ability to be an engaged and responsible member of their community.

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	<input type="checkbox"/> Identify communities I am a member of. <input type="checkbox"/> Describe basic examples of rights and responsibilities within a community. <input type="checkbox"/> Recognize that there are differences between individuals.	<input type="checkbox"/> Explain my role in my community. <input type="checkbox"/> Identify my rights and responsibilities as a member of my community. <input type="checkbox"/> Accept the differences between individuals.	<input type="checkbox"/> Understand how my decisions and actions impact my community. <input type="checkbox"/> Recognize that everyone has rights and responsibilities as members of a community. <input type="checkbox"/> Respect and appreciate individual differences (diversity).	<input type="checkbox"/> Make decisions and take actions that positively impact my community. <input type="checkbox"/> Exercise my rights and fulfill my responsibilities by taking actions that contribute to my community. <input type="checkbox"/> Explain the positive impact diversity has on communities.	<input type="checkbox"/> Take actions and make decisions that initiate positive change in my community. <input type="checkbox"/> Represent others by taking a leadership role in my community (student council, prom committee, team captain, etc.). <input type="checkbox"/> Be an advocate for tolerant and respectful behavior, among my peers and in my community.	<input type="checkbox"/> Take on leadership roles that initiate positive change in my community. <input type="checkbox"/> Organize individuals to accomplish a common goal within my community. <input type="checkbox"/> Take action to make my community a more tolerant and respectful environment.