

40 Proficiencies

98 Indicators

<h2>Global Citizenship (10 Proficiencies & 16 Indicators)</h2>
<p>Inquiry & Literacy</p> <p>I can provide evidence that I develop questions to frame and advance inquiry, and convey complex information through effective communication.</p>
<p>I can construct compelling and supporting questions and determine the kinds of sources that will be helpful in answering these questions.</p>
<p>I can gather relevant information from multiple sources, evaluate their credibility; taking into consideration multiple points of view.</p>
<p>I can write informative/explanatory texts, that examines and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>
<p>I can write arguments focused on discipline-specific content.</p>
<p>Civics</p> <p>I can provide evidence that I can act effectively and responsibly as a citizen.</p>
<p>I can explain and analyze international trade and globalization.</p>
<p>I can critique relationships among governments, civil societies, and economic markets.</p>
<p>I can analyze the impact of constitutions, laws, treaties and/or international agreements on the maintenance of national or state order.</p>
<p>Geography</p> <p>I can provide evidence that I can use geographic reasoning to make personal and societal decisions and solve problems.</p>
<p>I can analyze and evaluate interactions between humans and their environment.</p>
<p>I can create and use maps and other geographical representations to answer geographic questions, make decisions, solve problems and communicate findings.</p>
<p>History</p> <p>I can provide evidence that I can use historical thinking to develop credible explanations of historical events and developments based on reasoned interpretation of evidence.</p>
<p>I can evaluate and analyze historical events and patterns of change to assess the significance of specific individuals, groups and developments.</p>
<p>I can analyze multiple and complex causes and effects of events in the past</p>
<p>I can analyze the ways in which the perspectives of those writing history shaped the history that was produced.</p>
<p>SS-HS-HIS-5 : I can use questions generated about individuals and groups to assess how the significance</p>



of their actions changes over time and is shaped by the historical context.
I can analyze the impact of constitutions, laws, and/or international agreements on the maintenance of national or state order.
I can analyze, evaluate and critique the important institutions of society and the principles these institutions are intended to reflect.
I can evaluate how historical events and developments were shaped by unique circumstances of place and time as well as broader historical contexts.
Evaluating Sources I can provide evidence that I can rigorously analyze and evaluate sources.
I can develop claims and counterclaims and purposefully select substantive evidence to support those claims.
I can analyze and critique historical sources, both primary and secondary.
Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Express oneself in the present with simple sentences, memorized connectors, and descriptive vocabulary.
Students interact with cultural competence and understanding.
Identify, locate, and describe characteristics of target-language-speaking countries.
Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
Use authentic material from the culture for discovery.
Students develop insight into the nature of language and culture in order to interact with cultural competence.
Identify and use cognates in conversation and reading/writing.
Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.
Apply problem solving skills and strategies to non-native language learning situations (e.g., use words that are familiar, access prior knowledge, use authentic resources, communicate directly in target language).

English Language Arts (3 Proficiencies & 9 Indicators)

Reading: I can read, comprehend, and effectively analyze texts, both fictional and nonfictional, at a level of proficiency commensurate with the requirements for acquiring a college education, including a wide range of styles, genres, and types of texts, including foundational works by American and British writers (including Shakespeare), and important texts from world literature.

For each of the genres of literature (prose, poetry, drama, and nonfiction), I can look closely at how language and form are used in texts in order to develop insights about human experience, convey meaning, and make arguments.

Writing: I can effectively use the different types of writing to communicate ideas about human experience, make arguments, analyze texts and issues, reflect on life experience, and report sequences of events and complex information in clear, insightful ways, demonstrating a knowledge of the conventions of written, formal English appropriate to my audience, purpose, and occasion, at a level commensurate with that needed to acquire a college education.

Informative Writing: I can write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Response to Literature: I can analyze works of literature by determining a central idea or insight the text offers concerning human experience, supporting that analysis with apt and specific evidence from the text, and characterizing my ideas about the text with precise and fluent use of language.

Argumentative Writing: I can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Narrative Writing: I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Reflective Writing: I can reflect on personal experience, reported events, or texts by giving a vivid, compelling account of the occasion, such that it organically

Speaking and Listening: I can use speaking and listening in and out of the classroom to effectively communicate and develop ideas and insights, work collaboratively with others towards educational and personal goals, and help develop solutions to problems or resolve issues, in ways that are appropriate to my task, purpose, and audience and demonstrate a knowledge of the conventions of spoken English at a level commensurate with that needed to acquire a college education.



Presentations: I can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Speeches, Performance, and Recitation: I can use my voice and physical presence to effectively convey insights, arguments, and ideas in order to persuade, inform, or convey an interpretation of a text.

Academic Discussions: I can initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing my own ideas clearly and persuasively.



Math (12 Indicators)
Modeling
I can interpret the results of applying the model in the context of the situation. (MOD.3)
Algebra
I can reason quantitatively and use units to solve problems. (HSN.Q.A)
I can interpret the structure of expressions. (HSA.SSE.A)
Solve equations and inequalities in one variable. (HSA.REI.B)
Analyze functions using different representations. (HSF.IF.C)
Build a function that models a relationship between two quantities. (HSF.BF.A)
Geometry
Understand congruence in terms of rigid motions. (HSG.CO.B)
Explain volume formulas and use them to solve problems. (HSG.GMD.A)
Understand similarity in terms of similarity transformations. (HSG.SRT.A)
Define trigonometric ratios and solve problems involving right triangles. (HSG.SRT.C)
Statistics
Make inferences and justify conclusions from sample surveys, experiments, and observational studies. (HSS.IC.B)
Summarize, represent, and interpret data on a single count or measurement variable. (HSS.ID.A)

Middle School Math Grade 7 (3 indicators) Grade 8 (5 indicators)
The following science practice skills will be addressed in 7th and 8th grade and will be paired with a content standard.
MA-MS-RP1, MA-MS-RP2, MA-MS-RP3 (7.RP.A broken into 3 parts)
Grade 7: Analyze proportional relationships and use them to solve real-world and mathematical problems. (7RP.A)



MA-MS-EE4 Grade 7: Use properties of operations to generate equivalent expressions.(7EE.A)
MA-MS-EE5 Grade 7: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.(7EE.B)
MA-MS-NS3 Grade 8: Apply and extend previous understandings of operations with fractions.(Integers) (7NS.A)
MA-MS-NS4 Grade 8: Know that there are numbers that are not rational, and approximate them by rational numbers. (8NS.A)
MA-MS-EE6 Grade 8: Understand the connections between proportional relationships, lines, and linear equations. (8EE.B)
MA-MS-G2A, MA-MS-G2B Grade 8: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.(7G.B)
MA-MS-G3 Grade 8: Understand and apply the Pythagorean Theorem.(8.GB)

Science (Students must be proficient in the 7 indicators in three different classes)

Physical Sciences: (Chemistry and Physics)

SC-HS-SP 1-PS Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.

SC-HS-SP 2-PS Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.

SC-HS-SP 3-PS Uses, synthesizes, and develops models to predict and show relationships among



systems and their components in the natural and/or designed world(s).
SC-HS-SP 4-PS Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.
SC-HS-SP 5-PS Uses models and/or statistics to analyze data including comparing data sets for consistency.
SC-HS-SP 6-PS Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.
SC-HS-SP 7-PS Engages in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).
Life Sciences (Biology, Human Anatomy and Physiology)
SC-HS-SP 1-LS Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.
SC-HS-SP 2-LS Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.
SC-HS-SP 3-LS Uses, synthesizes, and develops models to predict and show relationships among systems and their components in the natural and/or designed world(s).
SC-HS-SP 4-LS Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.
SC-HS-SP 5-LS Uses models and/or statistics to analyze data including comparing data sets for consistency.
SC-HS-SP 6-LS Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.
SC-HS-SP 7-LS Engages in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).
Earth and Space Science
SC-HS-SP 1-ESS Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.
SC-HS-SP 2-ESS Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.
SC-HS-SP 3-ESS Uses, synthesizes, and develops models to predict and show relationships among systems and their components in the natural and/or designed world(s).
SC-HS-SP 4-ESS Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.
SC-HS-SP 5-ESS Uses models and/or statistics to analyze data including comparing data sets for consistency.
SC-HS-SP 6-ESS Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.
SC-HS-SP 7-ESS Engages in argument from evidence using appropriate and sufficient evidence and



scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).

Environmental Science

SC-HS-SP 1-ES Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.

SC-HS-SP 2-ES Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.

SC-HS-SP 3-ES Uses, synthesizes, and develops models to predict and show relationships among systems and their components in the natural and/or designed world(s).

SC-HS-SP 4-ES Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.

SC-HS-SP 5-ES Uses models and/or statistics to analyze data including comparing data sets for consistency.

SC-HS-SP 6-ES Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.

SC-HS-SP 7-ES Engages in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).

Forensic Science

SC-HS-SP 1-FS Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.

SC-HS-SP 2-FS Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.

SC-HS-SP 3-FS Uses, synthesizes, and develops models to predict and show relationships among systems and their components in the natural and/or designed world(s).

SC-HS-SP 4-FS Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.

SC-HS-SP 5-FS Uses models and/or statistics to analyze data including comparing data sets for consistency.

SC-HS-SP 6-FS Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.

SC-HS-SP 7-FS Engages in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).

Wilderness Studies

SC-HS-SP 1-WS Asks questions and defines problems by: formulating, refining, and evaluating empirically testable questions and design problems using models and simulations in science.

SC-HS-SP 2-WS Constructs explanations and designs solutions that are supported by student-generated sources of evidence consistent with scientific ideas, principles, and theories.

SC-HS-SP 3-WS Uses, synthesizes, and develops models to predict and show relationships among



systems and their components in the natural and/or designed world(s).
SC-HS-SP 4-WS Plans and carries out investigations that provides evidence for, and tests conceptual, mathematical, physical, and/or empirical models.
SC-HS-SP 5-WS Uses models and/or statistics to analyze data including comparing data sets for consistency.
SC-HS-SP 6-WS Obtains, evaluates, and communicates information by evaluating the validity and reliability of the claims, methods, and designs.
SC-HS-SP 7-WS Engages in argument from evidence using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).

Middle School Science

The following science practice skills will be addressed in 7th and 8th grade and will be paired with a content standard.

SC-MS-SP- 1

Asks questions and defines problems by: formulating, refining, and evaluating testable questions and designing problems using models and simulations.

SC-MS-SP- 2

Construct explanations and design solutions that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

SC-MS-SP- 3

Uses, develops, and revises models to: describe, test, and predict phenomena and design systems.

SC-MS-SP- 4

Plans and carries out investigations that provide evidence for and tests conceptual, mathematical, physical, and empirical models.

SC-MS-SP- 5

Uses models and/or statistics to analyze data including comparing data sets for consistency.

SC-MS-SP- 6

Obtains, evaluates, and communicates the validity and reliability of information.

SC-MS-SP- 7

Engages in arguments using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s).

**Arts (4 Proficiencies & 6 Indicators)
Music (3 Proficiency & 5 Indicators)**

Creating - Visual Arts

#VA.CR.1 Generate and conceptualize artistic ideas and work.

#VA.CR.2 Organize and develop artistic ideas and work.

#VA.CR.3 Refine and complete artistic work.

Presenting - Visual Arts/Music

#VA.PR.4 Select, analyze and interpret artistic work for presentation.

Responding - Visual Arts/Music

#VA.RE.8 Interpret intent and meaning in artistic work.

Connecting - Visual Arts

#VA.CN.11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performing - Music

Select, analyze and interpret artistic work for presentation.

Develop and refine artistic techniques and work for presentation.

Convey meaning through the presentation of artistic work.



PE (8 Indicators)

Demonstrates competency in a variety of motor skills and movement patterns.

Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities. (S1.H1.L1)

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Uses movement concepts and principles to analyze and improve the performance of self and/or others in a selected skill. (S2.H2.L1)

Applies the terminology associated with exercise and participation in performance activities. (S2.H1.L1)

Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises and stretching exercises for personal fitness development (S3.H9.L1)

Develop & demonstrate fitness routines to be able to enhance one's personal level of fitness.

Exhibits responsible personal and social behavior that respects self and others.

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)

Applies best practices for participating safely in physical activity and exercise (S4.H5.L1)

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities that meet the need for self-expression and enjoyment. (S5.H3.L1)

Health (14 Indicators)



<p style="text-align: center;">Core Concepts Comprehend concepts related to health promotion and disease prevention to enhance health.</p>
<p>HE.HS.CC.1 - Predict how healthy behaviors can affect health status.</p>
<p>HE HS CC 2 - Analyze how environment and personal health are interrelated.</p>
<p>HE HS CC 3 - Propose ways to reduce or prevent injuries and health problems.</p>
<p>HE.HS.CC.4 - Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p>
<p>HE.HS.CC.5 - Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p style="text-align: center;">Analyze Influences Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>
<p>HE.HS.AI.1 - Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.</p>
<p style="text-align: center;">Access Information Demonstrate the ability to access valid information and products and services to enhance health.</p>
<p>HE.HS.IN.1 - Evaluate the validity of health information, products, and services.</p>
<p>HE.HS.IN.2 - Determine the accessibility of products and services that enhance health.</p>
<p style="text-align: center;">Interpersonal Communication & Advocacy Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks.</p>
<p>HE HS IC 1 - Use skills for communicating effectively with family, peers, and others to enhance health.</p>
<p>HE.HS.IC.2 - Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>
<p>HE HS IC 3 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>
<p>HE.HS.IC.4 - Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>
<p>HE HS IC 5 - Work cooperatively as an advocate for improving personal, family, and community health.</p>
<p>HE.HS.IC.6 - Use accurate peer and societal norms to formulate a health enhancing message.</p>


