

HEALTH					
STD NAME	STANDARD DEFINITION	ADVANCED (*)	PROFICIENT (+)	DEVELOPING (~)	EMERGING (-)
SL.HL.06 .01.01	Volunteers with a response team or relief organization.	<ul style="list-style-type: none"> * Researches ways to get involved with local, state, or national response teams or relief organizations * Analyzes what skills they can contribute to such an organization * Volunteers consistently * Stresses the importance of involvement to others through a presentation 	<ul style="list-style-type: none"> * Researches the type of aid response teams or relief organizations provide * Analyzes what skills are needed to meet the goals of such an organization * Volunteers consistently and brings awareness to others 	<ul style="list-style-type: none"> * Lists local, state, and national relief organizations * Describes ways to get involved * Describes the type of people that volunteer when aid is needed * Brings awareness to the organization's purpose 	<ul style="list-style-type: none"> * Lists a couple local, state, or national relief organizations * Describes the type of work that relief workers give * Describes the character traits of a relief worker
SL.HL.06 .02.01	Sets challenging fitness goals, tracks progress, and presents results in order to motivate others.	<ul style="list-style-type: none"> * Evaluates past and current fitness practices, analyzes and implements ways to improve, and reflects on challenging goals * Tracks progress over a lengthy period of time and presents results of the study to a panel of peers with the goal to encourage them to better their fitness habits 	<ul style="list-style-type: none"> * Evaluates current fitness abilities and sets goals that are slightly harder to attain * Consistently participates in fitness activities and documents progress * Presents results to a panel of peers and encourages them to better their fitness habits 	<ul style="list-style-type: none"> * Sets challenging fitness goals, but there is little evaluation and resetting of goals * Consistently participates in fitness activities 	<ul style="list-style-type: none"> * Sets fitness goals that are too simple or too unattainable * Documents fitness activities for a nominal amount of time

<p>SL.HL.06 .03.01</p>	<p>Mentors and educates others on the importance of maintaining a healthy body with adequate nutrition and fitness, proper hygiene, and avoidance of harmful substances.</p>	<ul style="list-style-type: none"> * Educates others on maintaining a healthy body through evidence of personal experience and research * Describes how to maintain the healthiest body with regard to proper nutrition, adequate fitness, and attending to hygiene needs * Describes the effects of compromising one's health due to substance abuse * Describes how health needs will change throughout one's life 	<ul style="list-style-type: none"> * Educates others on maintaining a healthy body through evidence of personal experience * Describes what a healthy body looks like with regard to proper nutrition, fitness, and hygiene * Describes how to maintain a healthy body by avoiding harmful substances 	<ul style="list-style-type: none"> * Facilitates discussions around maintaining a healthy body * Describes healthy nutrition, fitness, and hygiene * Understands the importance of avoiding harmful substances 	<ul style="list-style-type: none"> * Understands the components of maintaining a healthy body * Knows the effects of harmful substances on one's body
<p>SL.HL.06 .04.01</p>	<p>Models strategies to deal with stress management.</p>	<ul style="list-style-type: none"> * Evaluates strategies for stress management in a variety of situations * Understands the importance of balance in keeping one's stress under control * Teaches strategies to others through simulations 	<ul style="list-style-type: none"> * Evaluates strategies for stress management * Practices stress management strategies for professional and personal balance of life * Teaches others various coping mechanisms 	<ul style="list-style-type: none"> * Describes stressful situations and triggers * Practices some stress management strategies * Works with others to compare various coping mechanisms 	<ul style="list-style-type: none"> * Describes personal stressful situations and triggers * Knows of some stress management techniques

PERSONAL					
STD NAME	STANDARD DEFINITION	ADVANCED (*)	PROFICIENT (+)	DEVELOPING (~)	EMERGING (-)
SL.PR.06 .01.01	Models honesty, integrity and respect when interacting with others (children, peers, adults).	<ul style="list-style-type: none"> * Models personal honesty, integrity, and respect through leadership roles and responsibilities (i.e., Core Court, Student Government, Office Aide, civic group or organization, etc.) * Receives a letter of recommendation that specifically addresses high integrity. 	<ul style="list-style-type: none"> * Demonstrates respectful responses to younger children, peers, and adults when confronted with difficult situations. * Encourages others to tell the truth, even when no one is watching or listening, for personal pride in themselves. * Teaches others how to choose what is right for various situations. 	<ul style="list-style-type: none"> * Practices leadership traits (communication, consensus building, respect, humility, empathy, compassion, and teamwork) in real-life formal and informal settings. 	<ul style="list-style-type: none"> * Practices leadership traits that demonstrate honesty, integrity and respect.
SL.PR.06 .02.01	Determines when it is appropriate to lead and when to follow.	<ul style="list-style-type: none"> * Models for others strategies and processes for being a good leader and follower. * Formally presents leadership strategies to a group 	<ul style="list-style-type: none"> * Demonstrates ability to participate in teams as the leader and follower, listening to others' suggestions. * Supports decision made by group that is contrary to personal choice. * Makes suggestions and comments towards group and ideas only (never personal or towards an individual), keeping emotions separate from the issue. 	<ul style="list-style-type: none"> * Demonstrates leadership in certain situations * Supports decision made by group that is contrary to personal choice. 	<ul style="list-style-type: none"> * Makes an effort to make suggestions and comments towards group and ideas only (never personal towards an individual), keeping emotions separate from the issue.
SL.PR.06 .03.01	Articulates and defends the decision making processes used in a variety of situations.	<ul style="list-style-type: none"> * Teaches others how to use various types of decision-making processes and why and when they are appropriate. 	<ul style="list-style-type: none"> * Uses several processes for making decisions.* Articulates why one process is chosen over another in given situations. 	<ul style="list-style-type: none"> * Uses decision-making processes. 	<ul style="list-style-type: none"> * Makes leadership decisions.

SL.PR.06 .04.01	Demonstrates personal growth through commitment to life-long learning.	<ul style="list-style-type: none"> * Challenges oneself by setting short and long-term goals that will stretch them intellectually. * Works with others to set and meet challenging goals 	<ul style="list-style-type: none"> * Challenges oneself by setting and striving towards short and long-term goals that will stretch them intellectually. 	<ul style="list-style-type: none"> * Challenges oneself by setting short and long-term goals that will stretch them intellectually. 	<ul style="list-style-type: none"> * Discusses goals that they hope to one day achieve.
PERSONAL EXPRESSION					
STD NAME	STANDARD DEFINITION	ADVANCED (*)	PROFICIENT (+)	DEVELOPING (~)	EMERGING (-)
SL.PE.06 .01.01	Completes an art portfolio, selects best pieces, presents to an audience of artists, and appreciates constructive criticism.	<ul style="list-style-type: none"> * Finalizes a collection of one's best pieces of original art * Describes similarities and differences in these pieces to an audience that includes artists of the same medium * Teaches one's techniques and describes personal artistic growth to such students * Requests and appreciates constructive criticism 	<ul style="list-style-type: none"> * Finalizes a collection of one's best pieces of original art * Describes similarities and differences in these pieces to an audience that includes some artists * Describes one's techniques and artistic growth to an audience * Receives and appreciates constructive criticism 	<ul style="list-style-type: none"> * Compiles many pieces of original art * Articulates strengths and weaknesses of one's technique * Completes a small presentation to an audience of one's peers * Receives constructive criticism 	<ul style="list-style-type: none"> * Compiles some pieces of original art * Describes techniques * Completes a small presentation * Receives constructive criticism
SL.PE.06 .02.01	Explores famous controversial art works of multiple mediums and their influence on their time period.	<ul style="list-style-type: none"> * Researches why famous works of art were controversial during their time period * Describes how these pieces remain controversial or have become accepted by societies * Researches the intentions behind why the piece was completed by the artist in the first place 	<ul style="list-style-type: none"> * Explores controversial works of art over multiple time periods * Explains what types of art were accepted when others were challenged * Researches whether or not any major historical or cultural movements were spurred by controversial art 	<ul style="list-style-type: none"> * Researches pieces of controversial art and their artist(s) in the same medium * Describes why some pieces have become more or less controversial over time 	<ul style="list-style-type: none"> * Researches a piece of controversial art in depth * Lists the factors that may make a piece of art controversial

SERVICE LEARNING					
STD NAME	STANDARD DEFINITION	ADVANCED (*)	PROFICIENT (+)	DEVELOPING (~)	EMERGING (-)
SL.SV.06 .01.01	<p>Reflects on the meaning of service experiences and how this type of effort will be used throughout their life. Presents to an audience of peers and community leaders.</p>	<ul style="list-style-type: none"> * Reflects on the need for continual service involvement and encourages others to be lifelong contributors * Reflects on the personal changes service learning can have oneself * Presents past experiences, future intentions, and personal impact service learning has had on oneself to a panel of peer and community leaders 	<ul style="list-style-type: none"> * Reflects on the need for continual service involvement * Reflects on the impact service learning has on oneself * Presents past experiences and future intentions regarding service involvement to a panel of peers and community leaders 	<ul style="list-style-type: none"> * Reflects on past service learning involvement * Presents to peers the successes and challenges of service experiences 	<ul style="list-style-type: none"> * Reflects on others' service learning commitments * States the importance of service learning
SL.SV.06 .02.01	<p>Demonstrates leadership by interacting with a national or global service organization.</p>	<ul style="list-style-type: none"> * Initiates local support of a national or global service organization by heading a community or school event that further informs and advertises * Assumes leadership roles with a national or global service project on a consistent basis over a period of time 	<ul style="list-style-type: none"> * Establishes communication with a national or global service organization (signs up, writes letter, sends email, or makes phone call) * Demonstrates leadership by bringing awareness to the organization and encouraging others to get involved * Assists with a national or global service project on a consistent basis over a period of time 	<ul style="list-style-type: none"> * Establishes communication with a national or global service organization * Brings awareness of the organization to others * Is involved on a consistent basis 	<ul style="list-style-type: none"> * Joins an organization * Understands the purpose behind such an organization * Has been involved in some events

SOCIAL					
STD NAME	STANDARD DEFINITION	ADVANCED (*)	PROFICIENT (+)	DEVELOPING (~)	EMERGING (-)
SL.SC.06 .01.01	Models techniques to foster personal relationships and takes a leadership role to work effectively in groups.	<ul style="list-style-type: none"> * Identifies techniques that they use to foster personal relationships * Instructs others on such strategies * Describes the attributes of a leader and what roles they have played in the past that have necessitated leadership skills * Teaches others how to be an effective group leader through delegating, facilitating, organizing, and refining communication 	<ul style="list-style-type: none"> * Develops relationships by introducing oneself, asking questions about others, listening with sincerity, and keeping communication open * Describes how they maintain casual and professional relationships * Identifies group settings in which they have taken a leadership role * Identifies ways that they have helped make a group more effective 	<ul style="list-style-type: none"> * Describes techniques to build relationships in a variety of casual and professional settings * Takes on some leaderships tasks when asked 	<ul style="list-style-type: none"> * Describes what it means to be a good friend * Describes the attributes of a leader * Describes the attributes of a contributing group member
SL.SC.06 .02.01	Creates a plan and gathers support for a community or world problem.	<ul style="list-style-type: none"> * Researches the history behind community and/or world problems that could use relief before deciding which one to get involved in* * Completes a needs assessment for many different types of relief that could be present* * Creates a plan for involvement, brings awareness to others, implements actions, and reflects after the first stages of implementation 	<ul style="list-style-type: none"> * Researches the history behind a community or world problem that they would like to work with* * Creates a plan for bringing relief to such a problem from awareness to involvement* * Gathers support for plan and starts to implement relief efforts 	<ul style="list-style-type: none"> * Brainstorms a list of relief possibilities for a local or global problem* * Researches any past relief efforts* * Brings awareness to the situations 	<ul style="list-style-type: none"> * Brainstorms a list of relief possibilities for a local or global problem* * Recommends ways that other people can get involved

<p style="text-align: center;">SL.SC.06 .03.01</p>	<p>Analyzes and explains world cultures, and reflects on the impact of global awareness in his/her life.</p>	<ul style="list-style-type: none"> * Researches 2 modern day and 2 historical cultures and compares them to one's own with regard to economic and social status, government institutions, religion, geography, and traditions * Reflects on the importance of being culturally aware without being critical * Presents researched cultures, reflections, and a lesson on one's own cultures to an audience 	<ul style="list-style-type: none"> * Researches 3 modern day cultures and compares them to one's own with regard to economic and social status, government institutions, religion, geography, and traditions * Reflects on the importance of being culturally aware without being critical * Presents researched cultures and reflections to an audience 	<ul style="list-style-type: none"> * Compares a world culture to one's own with regard to economic and social status, government institutions, religion, geography, and traditions * Reflects on the importance of being culturally aware 	<ul style="list-style-type: none"> * Describes one's own culture with regard to economic and social status, government institutions, religion, geography, and traditions * States why it is important for others to have a knowledge of their culture
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