Communication

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Understanding

1. I can comprehend, analyze, and critique literary and informational texts across a variety of media.
2. I can read to learn about topics of interest; read articles and essays for discussion; read for research; read and interpret creative works.

Expression

1. I can effectively write persuasive, explanatory, and narrative texts for various purposes and audiences.
2. I can use an effective writing process to reflect, persuade, explain, inform, plan, etc.
3. I can summarize and analyze articles, literature, poetry, etc.
4. I can practice creative and artistic writing and other means of expression.

Research & Inquiry

1. I can gather accurate and relevant resources from varied media.
2. I can engage in inquiry/research to analyze, investigate, integrate and present information.
3. I can conduct research to address questions and problems of interest in various contexts.
4. I can use and cite primary and secondary sources to gather and synthesize information and to create and communicate new knowledge.

Presentation & Feedback

1. I can present and defend work in various contexts.
2. I can receive, incorporate, think critically about, and respond to outside feedback and ideas.
3. I can practice varied forms of public speaking, public displays and defenses of work, meeting and seminar facilitation, teaching, etc.

Multimedia Literacy

1. I can effectively use technology to acquire, evaluate, produce and present information.
2. I can develop fluency in multiple communications media.
3. I can choose and implement effective media for purpose, audience, and context.

Empirical Reasoning

Fluency and Research Fundamentals

1. I can critically evaluate and cite scientific sources.
2. I can develop fluency with the scientific method and principles of research, such as logic, precision, open-mindedness, objectivity, skepticism, replicability, and honesty.

Design and Conduct Scientific Inquiry

1. I can form questions and hypotheses involving scientific relationships.
2. I can design investigations using appropriate methodology and tools to address questions and test hypotheses.
3. I can determine scope and focus of inquiry.
4. I can collect, present and analyze data.
5. I can reflect on the results and develop reasoned conclusions.

Understand, Use, and Investigate a Field of Science

1. I can understand and correctly apply essential concepts of a particular field of science
2. I can investigate, through research and inquiry, important principles, theories, and relationships from a field of science.

Analyze Scientific Knowledge, Theories, and Research

1. I can analyze scientific theories and arguments to understand the nature of scientific knowledge and the context in which it develops;
2. I can evaluate the scientific, social, and ethical implications of scientific research and writings.

Personal Qualities

Productive Mindset

1. I can develop a positive self concept, realistic self-appraisal, and a growth mindset. **(NNC #1 & #2)**
2. I can cultivate healthy choices in personal and work relationships. **(NCC #5)**

Proactive Learning

1. I can plan long term goals and achieve toward those goals. **(NCC #4)**
2. I can define work in complex and varied contexts.
3. I can establish a vision and set goals individually and in groups. **(NCC #4)**
4. I can effectively translate goals into projects and tasks. **(NCC #4)**
5. I can manage workflow in context of conflicting priorities. **(NCC #4)**
6. I can apply effective technologies of managing workflow.
7. I can access resources to get help when needed. **(NCC #3)**
8. I can establish and maintain clarity of purpose. **(NCC #4)**
9. I can persevere. **(NCC #4)**

Reflective Learning

1. I can reflect individually and in groups to identify strengths and growth areas. **(NCC #2)**
2. I can explore personal history and how current perspectives originated. **(NCC #2)**
3. I can address strengths and weaknesses in my personal learning plans. **(NCC #2)**

Community Engagement

1. I can navigate systems. **(NCC #3)**
2. I can engage in community leadership, quality mentorship and learning inside and outside of school. **(NCC #6)**
3. I can apply awareness of group goals and one's potential to influence others. **(NCC #6)**
4. I can apply appropriate strategies of facilitation, collaboration, and public speaking. **(NCC #6)**
5. I can foster positive community relations in school and other contexts. **(NCC #7)**
6. I can mentor new members of the community. **(NCC #8)**
7. I can actively listen and empathize recognizing one's own views as a product of personal history and experience while honoring other perspectives. **(NCC #7)**
8. I can apply conflict mediation strategies. **(NCC #3)**
9. I can apply an understanding of group dynamics in work with small and large groups. **(NCC #6)**
10. I can accept responsibility. **(NCC #2)**

Personal Wellness

1. I can demonstrate awareness of and manage choices toward a more successful existence. **(NCC #4)**
2. I can develop knowledge and skills related to mental, spiritual, financial, community, emotional, and physical wellness. **(NCC #8)**
3. I can acquire the knowledge and skills necessary to maintain an active life through movement, flexibility, strength, and nutrition. **(NCC #8)**

Quantitative Reasoning

Fluency and Computation

1. I can demonstrate fluency in the language and symbols of mathematics and the ability to perform basic calculations and operations related to the application of mathematics or statistics.

Logical Reasoning

1. I can use stated assumptions, definitions, and previously established results to construct and support arguments.
2. I can use deductive reasoning and proofs to test conjectures and develop logical conclusions.
3. I can use computation, estimation, and mathematical properties to solve problems.
4. I can estimate and check the reasonableness of results, including those obtained by technology.

Problem Solving

1. I can formulate and represent mathematical problems and solutions using both convergent and divergent reasoning.
2. I can formulate and understand mathematical problems; select or generate relevant information.
3. I can use mathematical concepts, models, and representations; choose appropriate strategies and tools to devise solutions
4. I can evaluate processes, strategies, calculations, and solutions to verify reasonableness.
5. I can explore alternative approaches, extensions, and generalizations;
6. I can represent and communicate processes, solutions, ideas, and conclusions.
7. I can use appropriate mathematical technologies, terminology, symbols, and notation
8. I can represent and solve problems with two- and three-dimensional geometric models.
9. I can measure directly and indirectly using geometry and right-angle trigonometry.

Modeling and Analyzing Data

1. I can create and interpret visual displays of quantitative information such as bar graphs, line graphs, pie charts, pictographs, and tables.
2. I can use appropriate models to make predictions, analyze relationships and draw inferences from data.
3. I can understand and apply concepts of probability;
4. I can collect, organize, and display data using charts, tables and graphs, and also use these to draw inferences, make predictions, and solve problems;
5. I can develop and evaluate inferences and predictions based on data; design, conduct, and critique statistical experiments, simulations, or surveys.
6. I can design, conduct, and critique statistical experiments, simulations, or surveys.

Social Reasoning

Critical Analysis

1. I can reflect on past and current events.
2. I can analyze cause and effect.
3. I can understand implications of policy and change over time.
4. I can distinguish fact from opinion.
5. I can define and analyze past and current events of social significance.
6. I can analyze causes and effects of local and international events and issues
7. I can interpret and propose solutions using supportable data and defensible criteria.

Diverse Perspectives

1. I can use primary and secondary sources.
2. I can develop empathy and understand bias.
3. I can examine social influences, beliefs, and behavior across diverse communities and contexts.

People, Places, & Environments

1. I can understand processes of cultural interaction such as migration, assimilation, conflict and cooperation within the context of environment, resources, and climate.
2. I can use and apply geographic information to interpret events and relationships in history.
3. I can analyze interrelationships among the characteristics of places and the various forces (e.g. social, cultural, etc.) that shape them.
4. I can understand processes of cultural distribution, migration, assimilation, conflict, etc.
5. I can reflect on the interaction and interdependence of physical and human systems.

Human Behavior & Expression

1. I can examine social and cultural dynamics and their effects on individuals.
2. I can examine creative expression through the lens of art, literature, music, architecture, etc.
3. I can analyze issues of ethics and social responsibility.
4. I can examine social influences, beliefs, and behavior.
5. I can examine and reflect on cultural and group dynamics and effects on individuals.

Institutions & Systems

1. I can understand major political and social systems and structures and their effects on individuals and society.
2. I can think critically about individual rights and responsibilities within these systems.
3. I can understand the principles, structures, and functions of government in the United States and the rights and responsibilities of citizens.

Workplace - Real World Learning

Effort & Engagement

1. I can demonstrate that I follow and understand the expectations of my site/mentor.
2. I can ask questions to understand or clarify a task or situation.
3. I can take initiative.
4. I can complete tasks at a high level of quality.
5. I can make significant, high quality contributions to my site/mentor.
6. I can create or manage rigorous and relevant projects.

Self-Reflection & Career Awareness

1. I can demonstrate an understanding of which aspects of RWL experiences connect to my interests, work style, and/or post UHS plan, as well as which aspects do not.
2. I can consider and articulate the impact of the following on my interest connections: my responsibilities and tasks at my LTI; my mentor's responsibilities and tasks; what industry or field my interest or organization is a part of; what type of workplace it is (ie: small business, non profit, etc); the activities the organization performs; the mission of the organization; the clientele of the organization.

Workplace Knowledge & Skill Development

1. I can utilize and describe the tools and technology of my interest area or site.
2. I can identify and demonstrate skills necessary to be successful in the interest area or site.
3. I can process
4. I can define and explain
5. I can articulate

Professionalism

1. I can wear appropriate clothing for the site/workplace.
2. I can use professional language for the site, situation, and/or circumstance.
3. I can be on time and present.
4. I can use safety…
5. I can be positive and appropriate in my workplace relationships.

Organization & Documentation

1. I can complete thorough..
2. I can maintain LTI logs and/or Journals of my experiences.
3. I can … photos
4. I can… timesheets
5. I can … other materials