

RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
Henrietta, New York

PHYSICAL EDUCATION

LEARNING STANDARDS
GRADES K-12

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RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT

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1998, 1999 Summer Curriculum Team

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Paula Summit
Terry Febrey

PHYSICAL EDUCATION PRACTICE PROFILE

TEACHER BEHAVIORS

Teachers

- Design lessons from standards based units
- Include integrated learning in lesson planning
- Recognize student differences
- Make learning fun
- Enforce safety
- Provide students with many opportunities to respond
- Analyze skill performance by prompting and giving appropriate skill feedback related to specific critical elements identified in the demonstration
- Provide skill demonstrations that:
 - ✓ Use the whole-part-whole approach
 - ✓ Clearly identify 3 to 4 critical elements
 - ✓ Can be demonstrated from different angles
 - ✓ Demonstrate incorrect variations of the skill
 - ✓ Include all students in the demonstration to visually check for understanding
- Assess prior knowledge to facilitate new learning

PHYSICAL ENVIRONMENT

- Gymnasium/athletic fields are enticing to students
- Students feel safe
- Appropriate space is used for activity
- Consistent display of student work and/or appropriate curriculum related materials
- Necessary equipment is set up prior to commencement of the lesson

ASSESSMENT PRACTICES

- District-wide consistency (which includes):
 - ✓ Common criteria (rubrics, checklists)
 - ✓ Exit level benchmarks
 - ✓ Graduation requirements
 - ✓ Student portfolios
 - ✓ State standardized

PROGRESS REPORTS/ COMMUNICATION

- District web site
- Progress reports (computer based)
- Open house
- PE newsletter
- Contact with parents via email, phone, and regular mail

STUDENT BEHAVIORS

Students

- Accept responsibility for own personal management skills:
 - ✓ Prepared for class (appropriate attire)
 - ✓ Punctual
- Self-assess their progress
- Take risks
- Show respect for other levels of performance
- Provide appropriate feedback for their peers
- Appreciate cultural diversity
- Utilize physical education to enhance other academic areas
- Expand on their own creativity and self expression
- Are excited about their participation in class
- Share knowledge with family and friends
- Connect class tasks and/or homework with

INTRODUCTION

The information in this curriculum project (Physical Education, grades K-12) was designed to be used by the Physical Education teacher as a guide for instruction, focusing on the Rush-Henrietta District Standards and the New York State Learning Standards.

The material(s) in this guide should be utilized as a supplement to the following documents:

- New York State Physical Education Syllabus (1986)
- New York State Physical Education Guide (1986)
- Rush-Henrietta Physical Education Curriculum (1989)
- New York State Learning Standards for Physical Education (1996)

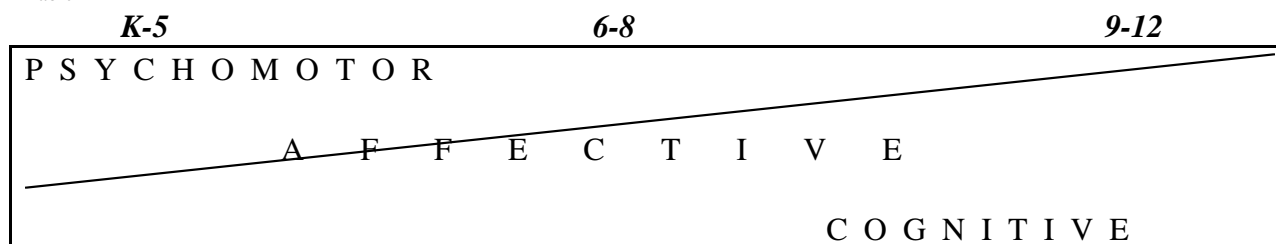
The format was designed to show a direct linkage from the state standards to the Rush-Henrietta District Standards. The NYS learning standards (key indicators) are highlighted with bullets, while the tasks (noted by a triangle ▽) are numbered in each of the rows within the table. The R-H standards that match each task are also identified in a separate adjacent column, as are appropriate assessments.

The assessment column was added to include a sample body of evidence that reflects student progress (and relates to the particular standard in the same row). To give a comprehensive picture of how well our students are meeting the standards we plan to use multiple assessments and methods. The assessments range from the test of gross motor development (TGMD) to extended written tasks.

The Rush-Henrietta Physical Education Program compliments all other district content areas and integrates the Rush-Henrietta District Standards, along with the Rush-Henrietta Information Literacy Standards, the New York State Learning Standards for Physical Education, and the (NASPE) National Standards for Physical Education.

Table 1 represents our K-12 Physical Education Continuum, showing the gradual progression from the psychomotor to cognitive instructional domain. The linkage to our information literacy standards becomes stronger as students progress to the high school level.

Table 1



This document has been reviewed and revised by Rush-Henrietta District Physical Education staff to ensure that it meets the needs of teachers and students. As changes evolve within the Physical Education arena, every effort will be made to make appropriate revisions to keep the Rush-Henrietta Physical Education Curriculum current.

PHILOSOPHY STATEMENT

The major goal of education is to facilitate the development of each individual to reach his or her fullest potential as a adult. In order to effectively function in a changing society, every person should have the opportunity to become a responsible, independent decision maker who respects self and others. In addition, each individual should be prepared to function in society as a productive, contributing citizen and to enjoy a healthy and positive lifestyle. To this end, physical education is an essential component in the overall educational process.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. The interdisciplinary nature of physical education provides opportunities for all students to achieve the knowledge, skills, and values that will develop and strengthen their sense of well being and enhance the quality of their life.

Physical education helps students to develop personal attributes, health and fitness knowledge and skills, feelings of self worth, and a personal value system, all of which act as necessary catalysts in the development of individual lifestyles. Such development is essential for each student to become an informed, healthy, productive, and responsible citizen.

The mission of physical education is to encourage all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Students are provided with a learning environment that is modified, when necessary, to allow for maximum participation. A meaningful and successful physical education experience assures that each student will:

- 1. Demonstrate competency in many movement forms and proficiency in a few movement forms.**
- 2. Apply movement concepts and principles to the learning and development of motor skills.**
- 3. Exhibit a physically active lifestyle.**
- 4. Achieve and maintain a health-enhancing level of physical fitness.**
- 5. Demonstrate responsible personal and social behavior in physical activity settings.**
- 6. Demonstrate understanding and respect for differences among people in physical activity settings.**
- 7. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

Moving Into the Future: National Standards for Physical education (1995). National Association for Sport and Physical Education, St. Louis, MO; Mosby.

STANDARD 1

PERSONAL HEALTH AND FITNESS

Grades ***K-5***
6-8
9-12

LEARNING STANDARDS FOR ELEMENTARY (K-5) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- Students will perform basic motor and manipulative skills.
- They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Elementary (by grade 5) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, weight transfer) using mature motor patterns while engaged in a variety of activities.	1,4,6,7	Teacher observation Checklist, rating scale (skills test) (TGMD) Test of gross motor development
2. Apply the concepts and principles of human movement to the development of new skills (e.g., catching objects while moving, throwing objects using opposition).	1,4,6,7	Teacher observation Skill test Self assessment
3. Adjust performance of skill as a result of monitoring or assessing previous performance (e.g., moves closer to target or throws at altered angle of release following toss that falls short).	1,4,6,7	Teacher observation
4. Do push-ups each day to improve upper body strength, additional stretches to improve flexibility, and additional running to develop cardiorespiratory fitness.	1,6	Teacher observation Independent study Fitness logs Fitness calendar
5. Engage in physical activity and monitoring of pulse rate.	1,4,5,6,7	Teacher observation Written test (knowledge) Individual logs Heart rate monitors
6. Perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury.	1,7	Teacher observation
7. Set a personal physical activity goal and track progress toward its achievement.	1,6	Fitness logs Projects

LEARNING STANDARDS FOR MIDDLE SCHOOL (6-8) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- Students will perform basic motor and manipulative skills.
- They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Intermediate (by grade 8) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (e.g., hand or foot dribble while preventing opponent from taking ball).	1,6,7	Teacher observation Skill test(s) Rating scale
2. Throw objects for accuracy and distance to moving targets, or use a variety of strategies to gain offensive or defensive advantage in a game.	1,6,7	Skill test(s) (Sport Specific) Rating scale Check list
3. Self-analyze a skill or strategy in order to improve performance (e.g., adjusting throw using principles of rotation and force application).	1,6,7	Student self-evaluation Student reflection Written test (knowledge) Self-report
4. Select a variety of appropriate activities to improve one or more components of health-related fitness based on a fitness assessment.	1,4,6,7	Written test (knowledge)
5. Monitor heart rate as a means for determining intensity and duration of activity.	1,4,6,7	Written test (knowledge) Fitness log
6. Demonstrate correct form in various physical activities to prevent injury (e.g., weight training, lifting, and climbing).	1,6,7	Teacher observation
7. Analyze a partner's performance in a movement task.	1,2,4,7	Peer review
8. Use video taping to assist in self assessment of a skill.	1,2,5,7	Video tape Project

LEARNING STANDARDS FOR HIGH SCHOOL (9-12) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

- Students will perform basic motor and manipulative skills.
- They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.
- Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Commencement (by grade 12) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Demonstrate basic competence in a variety of physical activities, and intermediate to advanced competence in at least three activities, selected from the categories of aquatics; self- defense; dance; individual, dual, and team activities; and outdoor pursuits.	1,6,7	NYS standardized assessment Rating scale / Checklist Self assessment Teacher observation
2. Demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports (e.g., volleyball serve or basketball lay-up).	1,4,6,7	Teacher observation Skill specific game play Rating scale / Checklist
3. Analyze their own and others' performance through the application of movement principles (e.g., adjust forward throw of ball by analysis of follow-through landing related to the principles of rotation and force).	1,2,6,7	Student self-evaluation Student reflection Self-report Peer review
4. Analyze offensive and defensive strategies in games and sports.	1,2,7	Written test (Knowledge) Teacher observation
5. Design a personal fitness/wellness program.	1,2,3,4,5,6,7	(NYS standardized) extended task
6. Demonstrate alternative activities and assessments for health-related fitness components.	1,2,6,7	Teacher observation Portfolio Written test (knowledge)
7. Modify a fitness plan to accommodate space limitations, environmental conditions, and/or time constraints.	1,2,3,4,5,6,7	Project (NYS standardized) extended task
8. Demonstrate a variety of skills and activities that can be enjoyed throughout adult life.	1,3,4,6,7	Teacher observation Student self evaluation
9. Use video taping to study effectiveness of an activity or skill.	1,2,4,5,7	Video Tape Projects

STANDARD 2

A SAFE AND HEALTHY ENVIRONMENT

Grades ***K-5***
6-8
9-12

LEARNING STANDARDS FOR ELEMENTARY (K-5) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Students will demonstrate responsible personal and social behavior while engaged in physical activity.
- They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Elementary (by grade 5) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Handle equipment safely.	3	Teacher observation
2. Wear proper attire and protective gear as necessary.	3	Teacher observation
3. Demonstrate appropriate skill in fundamental movement tasks (e.g., lifting, carrying, climbing).	1,3,6,7	Teacher observation Checklists
4. Properly use facilities with attention to safety hazards.	1,3,7	Teacher observation
5. Modify a game so that individuals with less ability may participate more.	3	Teacher observation
6. Demonstrate self-control and the ability to cope with success and failure.	3	Teacher observation (Hellison) Self-evaluations Student reflections
7. Take turns in playing various roles in games.	3	Teacher observation (utilizing) palm pilot, video
8. Follow directions and rules to perform safely and correctly.	3	Teacher observation
9. Accept teammates regardless of ability and treat opponents with respect and courtesy.	3	Teacher observation
10. Know and demonstrate practices necessary to insure safe conditions for physical activity.	1,3	Teacher observation
11. Demonstrate responsible personal and social behavior while engaged in physical activities.	3	Teacher observation (Hellison)

LEARNING STANDARDS FOR MIDDLE SCHOOL (6-8) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Students will demonstrate responsible personal and social behavior while engaged in physical activity.
- They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Intermediate (by grade 8) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Describe risks and preventive measures associated with being physically active in the extreme heat or cold.	1,4,7	Written exam (knowledge based)
2. Analyze facilities and equipment in the gymnasium and fields for possible safety hazards and demonstrate proper use and care of equipment.	1	Teacher observation Anecdotal recordings Frequency rating scale
3. Identify and take precautions to avoid hazards associated with outdoor activities (e.g., proper clothing and equipment for hiking, cycling, cross country skiing).	1,3,6	Teacher observation Anecdotal recordings
4. In group challenge activities, take various roles in turn (sometimes leading the team and sometimes supporting the team) in order to accomplish group goals.	3	Teacher observation Frequency rating scale
5. Demonstrate concern for the safety of all others, including opponents, when engaged in competitive activities.	3	Teacher observation
6. Demonstrate appropriate player and spectator behavior.	3	Teacher observation
7. Show respect to all players regardless of ability, acknowledging the accomplishments of the other players.	3	Teacher observation Student reflections
8. Adhere to the rules and conventions of an activity in order to participate in a worthwhile competitive experience.	3	Teacher observation (Hellison) Rating scale

LEARNING STANDARDS FOR HIGH SCHOOL (9-12) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- Students will demonstrate responsible personal and social behavior while engaged in physical activity.
- They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.
- Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Commencement (by grade 12) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Plan an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available.	1,2,3,4,5,7	Projects (NYS standardized) extended tasks Independent study
2. Describe the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures and first aid treatments for each.	4,7	Written test (knowledge) Projects Independent study
3. Identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity.	3,4,7	Independent study Projects Written test
4. Take on the role of a coach, responsible for problem solving and conflict management on behalf of the team.	2,3,4,6,7	Teacher observation Student reflections Project Brainstorming
5. Demonstrate a sensibility and respect for all individuals, regardless of ability, gender, or other characteristics.	3,7	Teacher observation Frequency index scale
6. Practice fairness, self-control, and initiative when assuming the role of captain or official.	3,7	Teacher observation Frequency index scale
7. Model sportsmanlike behavior.	3,6,7	Teacher observation Peer assessment

STANDARD 3

RESOURCE MANAGEMENT

Grades ***K-5***
6-8
9-12

LEARNING STANDARDS FOR ELEMENTARY (K-5) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

- Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.
- They will be informed consumers and be able to evaluate facilities and programs.
- Students will also be aware of some career options in the field of physical fitness and sports.

Elementary (by grade 5) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks.	1,7	Projects Independent study
2. Identify community programs, such as Henrietta Recreation, YMCA/YWCA, Scholastic Intramurals, Youth Sport Leagues.	1,7	Teacher (verbal) survey
3. Describe how the family influences one's physical activity.	1,3,4,7	Written essay Oral report
4. Identify community agencies that advocate for physically active individuals, families, and communities.	3,4	Teacher (verbal) survey
5. Identify programs which benefit community residents who are in need of assistance by participating in events such as: * Jump Rope for Heart (American Heart Assn.) * Asset Building Activities	1,3,5	Teacher survey Teacher observation/class participation

LEARNING STANDARDS FOR MIDDLE SCHOOL (6-8) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

- Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.
- They will be informed consumers and be able to evaluate facilities and programs.
- Students will also be aware of some career options in the field of physical fitness and sports.

Intermediate (by grade 8) <i>This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Plan and participate in family and community activities.	3,4,7	Wellness plan
2. Describe the difference between good-quality equipment and inferior equipment.	1,4,7	Written test Oral Presentation
3. Show an appreciation of and know the value of participation in community/school sponsored sports/fitness programs.	1,7	Teacher survey
4. Describe some career choices in fitness and sports fields, including the required academic training and job responsibilities.	1,7	Report End-of-unit task
5. Identify and be able to select appropriate community resources for fitness/sports opportunities.	1,7	Teacher survey

LEARNING STANDARDS FOR HIGH SCHOOL (9-12) PHYSICAL EDUCATION
RUSH-HENRIETTA PUBLIC SCHOOLS
PERFORMANCE TASKS

Learning Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

- Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.
- They will be informed consumers and be able to evaluate facilities and programs.
- Students will also be aware of some career options in the field of physical fitness and sports.

Commencement (by grade 12) <i>✓ This is evident, for example, when students:</i>	RH District Standards	Assessment
1. Examine fitness and health clubs' criteria for quality and service.	1,2,4,7	Independent study Project (NYS assessment: extended task) Wellness/fitness plan *
2. Analyze media ads and marketing practices for fitness and sports equipment.	1,2,3,4,5,7	Wellness/fitness plan * Written project Research project
3. Mentor younger children in sport or recreational activities.	2,3,4,6,7	Operation offense participation Peer leadership/asset building Leadership club
4. Plan and participate in activities with other family members and friends, regardless of age or ability.	1,3	Wellness plan *
5. Adapt physical activities to accommodate the various interests, ages, or abilities of participants.	3,4	Wellness/fitness plan * Written project
6. Demonstrate the ability to access school and community physical activity services for self and others.	4,7	Research project Student evaluation
7. Develop strategies to improve or maintain personal, family, and community physical activity.	4,7	Wellness/fitness plan *
8. Analyze how the availability of and information about community programs encourages physical participation in physical activity.	4,5,7	Written essay Research project (NYS standardized assessment)
9. Investigate a career in the sport or fitness field and research the job responsibility qualifications and opportunities that exist for professional advancement.	4,5,7	Research project (Shadowing) report

* See high school physical education manual

APPENDIX

R-H DISTRICT STANDARDS

STANDARD # 1: Life Long Learners

Our students will be able to set both long and short-term goals. They will be able to plan, implement and evaluate their progress, demonstrate flexibility and perseverance in overcoming obstacles and learn how to become better learners.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none"> • Set long and short term goals • Set purposes, plan the work, implement the plan and assess progress • Demonstrate flexibility and perseverance • Maintain effort • Overcome obstacles • Apply learning to new situations 	<ul style="list-style-type: none"> • Learn from experience • Commit to continuous growth • Recognize and accommodate change • Pursue knowledge with creativity, imagination, enthusiasm, curiosity and resourcefulness

STANDARD # 2: Effective Communicators

Our students will be able to read, understand and enjoy challenging and meaningful texts. They will be able to collect, organize and present information for a variety of purposes (to inform, to persuade, to provide an aesthetic response) and audiences. They will be active listeners and good speakers. They will use other languages and use non-verbal communication to express their ideas.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none"> • Write and speak articulately and in a variety of genres for different purposes to different audiences • Understand and apply the writing process • Proficient presentation skills • Demonstrate other language acquisition at a level of everyday communication • Use non-verbal forms of communication and expression 	<ul style="list-style-type: none"> • Appreciate aesthetics of text • Enjoy challenging and meaningful texts • Value literacy and communication functions • Perceive that communication is a problem solving process

STANDARD # 3 Responsible Citizens

Our students will be able to work cooperatively. They will understand, apply and take satisfaction in their role as citizen. They will follow rules and laws, respect self, others and the environment, demonstrate a positive work ethic, good sportsmanship, and exhibit civic and social responsibility.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none"> • Work collaboratively <ul style="list-style-type: none"> - work towards achievement of group goals - demonstrate appropriate interpersonal skills - contribute to the maintenance of the group • Apply a decision making process to issues concerning personal ethics, public and local policy and the environment 	<ul style="list-style-type: none"> • Respect laws, self, others and environment • Are willing to assume and share social and responsibility • Respect human differences • Demonstrate: <ul style="list-style-type: none"> - good sportsmanship - strong work ethic - ethical behavior

STANDARD # 4 Effective Decision Making

Our students will be able to apply the elements of effective thinking in order to make good decisions and apply their learning to real life situations.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none">Reasoning: the ability to collect and weigh evidence in support of an argumentDecision Making: the ability to set criteria, explore alternatives and select an option based on clear prioritiesApply a decision making process to issues concerning personal ethics, public and local policy and the environmentCreativity: the ability to create or design imaginative and engaging products	<ul style="list-style-type: none">Understand that knowledge is best learned when it is usedRealize that thinking requires patience, perseverance, distancing and risk taking

STANDARD # 5 Apply Technology in Research and Communication

Our students will be able to apply a variety of technology processes and tools in order to conduct research and communicate. (see communication standard)

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none">Research: the ability to follow the inquiry process - questioning, gathering and organize information in descriptive and controlled studiesUse technology to present information and to create original workEvaluate and select technology tools necessary for particular purposes and situations	<ul style="list-style-type: none">Realize that technology is usefulRealize that technology impacts others and the environmentUse technology in an ethical and responsible manner

STANDARD # 6 Demonstrate Positive Self-Confidence

Our students will be able to acquire self-knowledge and demonstrate the confidence needed in order to exhibit leadership, take risks, overcome obstacles and realize their full potential.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none">Self-Knowledge: the ability to identify personal strengths and weaknesses, to set goals and work to achieve themEngage in reflection for the purposes of self improvementOvercome obstacles, persevereEvaluate and select technology necessary for particular purposes and situations	<ul style="list-style-type: none">Value perseverance and flexibility in oneself and in othersRealize that the achievement requires reasoned risk takingAre self motivatedDemonstrate ethical behavior, respect for self and others

STANDARD # 7 Proficient in Academic and Essential Skills

Our students will be able to apply knowledge, concepts and ways of investigation and problem solving inherent in each curriculum area to a variety of situations for a variety of purposes. They will acquire the skills, habits of mind and understandings necessary for success in further schooling and in their choice of careers.

Key Skills and Strategies	Key Attitudes and Beliefs
<ul style="list-style-type: none">see specific content area learning standards	<ul style="list-style-type: none">see specific content area learning standards