A. A clear and effective communicator who:

Standard	Indicators
1. Demonstrates organized and purposeful communication in English and at least one other language;	**CCSS/MLR's:** 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 6. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SCIENCE MLR'S 1. Present the problem, design process, and solution to a design problem including models, diagrams, and demonstrations. 2. Communicate and defend scientific ideas.
	WORLD LANGUAGE MLR'S Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non-manual markers* (ASL), which would be comprehensible to a *native speaker* accustomed to interacting with language learners. Modern only a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing. c. Describe and explain *states of being*, orally or in sign language, and in writing. d. Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning. Classical only e. Exchange information in writing on identified topics.

2. Uses evidence and logic appropriately in communication	CCSS/MLR'S 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 3. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS/MATH PRACTICES 3 Construct viable arguments and critique the reasoning of others. SCIENCE MLR'S Communicate and defend scientific ideas.
3. Adjusts communication based on the audience	

4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);	CCSS/MLR'S
	
	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	
	VPA MLR'S
	
	1. Students perform music that requires well-developed <u>technical skills,</u> attention to phrasing and interpretation, and the ability to perform various *meters* and rhythms in a variety of keys while modeling proper posture and *technique,* alone or with others.
	2. Students create an original piece of choreography using the elements of dance.
	3. Students choose multiple suitable *media, tools, techniques*, and *processes* to create a variety of original art works.
	4. Students create a body of original art work.
	
	    a. Demonstrate sophisticated use of *media, tools, techniques*, and *processes*.
	    b. Demonstrate knowledge of visual art concepts.
	    c. Communicate a variety of ideas, feelings, and meanings.
	        • Improvise new movements.
	        • Manipulate learned movements.

B. A self-directed and lifelong learner who:
1. Recognizes the need for information and locates and evaluates resources;
2. Applies knowledge to set goals and make informed decisions;
3. Applies knowledge in new contexts;
4. Demonstrates initiative and independence;
5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
6. Demonstrates reliability and concern for quality; and
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

Standard	MLR Indicators
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds	**Career Development A3 Students demonstrate behaviors that reflect positive *interpersonal skills* and evaluate successful strategies that improve positive *interpersonal skills* in ways that lead to success in a variety of school, work, and community settings.** a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure **A4 Students demonstrate and evaluate successful strategies for accomplishing tasks, *balancing career and life roles*, and reducing stress in a variety of school, work, and community settings.** a. Time management b. Goal-setting **VPA MLR's Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.** a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior. g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

Standard	MLR Indicators
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;	**CCSS/MLR'S** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. **Science Students methodically plan, conduct, analyze data from, and communicate results of in-depth scientific investigations, including experiments guided by a testable hypothesis.** a. Identify questions, concepts, and testable hypotheses that guide scientific investigations. b. Design and safely conduct methodical scientific investigations, including experiments with controls. c. Use statistics to summarize, describe, analyze, and interpret results. d. Formulate and revise scientific investigations and *models* using logic and evidence. e. Use a variety of tools and technologies to improve investigations and communications. f. Recognize and analyze alternative explanations and *models* using scientific criteria. g. Communicate and defend scientific ideas. **Science Students use a systematic process, tools and techniques, and a variety of materials to design and produce a solution or product that meets new needs or improves existing designs.** a. Identify new problems or a current design in need of improvement. b. Generate alternative design solutions. c. Select the design that best meets established criteria. d. Use *models* and simulations as prototypes in the design planning process. e. Implement the proposed design solution. f. Evaluate the solution to a design problem and the consequences of that solution. g. Present the problem, design process, and solution to a design problem including models, diagrams, and demonstrations.