

Learning Goals and Competency Definitions



Personal Qualities and Empowerment

Students will be able to identify personal strengths and areas of need through character exploration, health and wellness initiatives, and active reflection. They will demonstrate empathy for others and take responsibility for their own thoughts, feelings, and actions. Lastly, they will continually plan for their future and build workforce readiness skills and qualities.

Reading, Writing, and Communicating

Students will demonstrate the ability to make themselves understood, both orally and in writing, and will employ active listening skills to understand peers and instructors.

Quantitative Reasoning

Students will utilize their understanding of mathematical concepts and critical thinking to collect, analyze, and interpret data.

Empirical Reasoning

Students will use the scientific method to conduct observations, make predictions, and test hypotheses through projects and personal experimentation.

Social Reasoning

Students will be able to critically analyze historic and current events, while identifying social inequities and propose plausible solutions.

Personal Qualities and Empowerment Learning Progression

Demonstrates an understanding of self and others, and takes social action

3

**Exceeding
Expectations**

Students at this level are confident and insightful, holding themselves accountable for their actions.

They are resilient and take responsibility for their continued personal growth and wellbeing. They act in informed and ethical ways and accept responsibility to lead, inspiring others to challenge inequality and improve their world. They take initiative and are sufficiently organized on a personal level to effectively facilitate positive, culturally responsive social change. They advocate for themselves and others and demonstrate courage when faced with challenges. They continue to build and access strong networks with mentors and others.

2

**Meeting
Expectations**

Students at this level are developing increased personal, physical, and social awareness and are able to analyze their strengths and draw from their experience to prioritize what is required for personal growth.

They demonstrate increasing confidence and independence and they persevere to achieve their goals. They know how to utilize support networks and take responsibility for their own continued wellbeing. They are establishing their values system through relationships with others and through self-reflection. They are receptive to, and respectful of, diverse perspectives and are positive role models when engaging in social action in their communities. They are proactive and organized and hold themselves accountable for deadlines and outcomes.

1

In Progress

Students at this level are starting to develop awareness of themselves and their potential, and to pursue opportunities for personal growth.

They are coming to recognize the importance of attending to their own health and wellbeing needs. They understand the importance of belonging and supporting others, and they will contribute as members of a group. They understand that their views count and they acknowledge the views of others. They are aware of their impact on others and will accept feedback in relation to taking responsibility for their own behavior.

Reading, Writing, and Communicating Learning Progression

3

**Exceeding
Expectations**

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

They design, modify, and manage their communication strategies to suit a range of audiences and purposes in complex situations. They create multi-modal products to increase impact and can articulate how their choices enhance their communication. They engage peers and experts in the community to broaden their perspectives and solve problems through collaborative discussion and critical conversations. They synthesize different perspectives and facilitate the group to move towards shared understanding, knowing how to challenge thinking to gain insight. They seek opportunities to engage in analysis of their communication and use constructive criticism to revise and improve.

2

**Meeting
Expectations**

Students at this level communicate with presence and purpose.

They choose from multiple communication modes and tools to convey their ideas. They are strategic in their choices, taking into account context and audience. They engage with others, using active listening strategies and sharing ideas, showing awareness of the needs of others and an openness to thoughts and opinions other than their own. They maintain lines of communication with experts in their area of interest. They incorporate feedback to tailor their communication.

1

In Progress

Students at this level use familiar communication tools in order to convey their ideas and opinions.

Drawing on what they already know, they are aware that there are multiple ways to communicate, according to text and purpose. They can identify and use familiar digital technologies. They are prepared to talk about their learning and are developing confidence to engage with adults in discussing areas of interest. They listen in group discussions and contribute their own ideas.

Quantitative Reasoning Learning Progression

Demonstrates the disposition, confidence, and capability to use mathematics for life, learning, and work.

3

**Exceeding
Expectations**

Students at this level are competent and confident users of mathematics in their lives.

They appreciate that mathematics is helpful in making sense of the world and can explain how seeing the world mathematically opens up new possibilities. They can interpret unfamiliar formulae, transform mathematical information, and explain/justify their decisions as they work. They persist when problems are challenging and are willing to ask for help when they don't understand. They analyze the mathematics they or others choose to use.

2

**Meeting
Expectations**

Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations.

They can identify and describe when mathematics is used in a situation, task, or problem. They look for mathematical solutions. They can identify and organize mathematical information and use mathematical techniques unprompted. They will respond to mathematical claims made by others and seek to help make sense of them.

1

In Progress

Students at this level are willing to have a go at using mathematics they are familiar with to understand situations.

They are beginning to identify mathematical ideas within their interest areas. With prompting, they will consider whether mathematics might help in tackling a problem. They are willing to follow familiar mathematical steps to solve problems or tackle practical tasks. They regularly check their work and that their answers are accurate and make sense.

Empirical Reasoning Learning Progression

Uses observation, experience, and experimentation to explain phenomena and make decisions

3

**Exceeding
Expectations**

Students at this level pose and test hypotheses, applying investigative methods to clarify and explore their new understandings.

They formulate testable inquiry questions in response to complex issues and ideas. They identify patterns or themes within the data and use this evidence to draw conclusions. They notice errors in their own processes and suggest improvements. They ask questions to clarify the reasonableness of others' claims.

2

**Meeting
Expectations**

Students at this level ask questions and plan and undertake processes to explore their areas of interest.

On the basis of their observations, they can design and carry out processes that show they recognize causal relationships. They collect and record data in order to share their findings and make decisions. They question some assumptions and viewpoints within a claim.

1

In Progress

Students at this level notice and explore phenomena and ideas, making connections to their own experience.

They are curious about the world around them. They make predictions based on their observations and use strategies such as trial and error to check them.

Social Reasoning Learning Progression

Contributes to society through a deep understanding of social issues.

3

**Exceeding
Expectations**

Students at this level define and analyze social issues using relevant frameworks and perspectives and take responsible social action.

They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing ongoing respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.

2

**Meeting
Expectations**

Students at this level investigate social issues in depth by applying a range of tools.

They have an understanding of multiple perspectives. They can analyze significant past and present events in order to identify trends and patterns in society. They recognize the strengths of different cultural groups. They can describe the effects of unequal access to resources in their community and look for ways to address this.

1

In Progress

Students at this level can describe the frameworks and systems they are embedded in.

They can identify ethical concepts such as equality, respect, and connectedness and describe some of their attributes. They notice that people have different perspectives. They demonstrate an awareness of different cultural groups. They are engaged with their community and identify social issues they would like to address.

Personal Qualities and Empowerment

Quality Criteria	<p>Actively participates in New Legacy clubs, art, exercise, community meetings</p> <p>Actively engages in mindfulness / movement during advisory</p>	<p>Actively participates in parenting class activities & discussions</p> <p>Increases the use of language (talk, reading, play, etc.) with children in innovative ways</p> <p>Plans activities that nurture children's growth and development in the 4 Child Development Domains</p> <p>Finds & accesses information and support with regard to baby and child care needs</p> <p>Articulates and demonstrates the ability to create a loving/safe base for family's social & emotional development (routines, positive discipline, reading, self care, stress management, etc.)</p>	<p>Stays in class & is productive with class time</p> <p>Uses cell phone responsibly</p> <p>Does not use cuss or use derogatory slurs in the presence of children, or during class time</p> <p>Is able to self regulate, identify appropriate coping skills and uses resources and resource staff appropriately</p>	<p>Shows consistent attendance of 80% or higher</p> <p>Demonstrates professional and reliable/timely communication</p> <p>Student effectively utilizes resources</p> <p>Student reliably produces high-quality work with little provocation from staff</p>	<p>Articulates career interest</p> <p>Identification and explanation of requirements to enter a career of interest</p> <p>Has taken measurable steps towards career goals</p>	<p><u>Exceeding Expectations</u></p> <p>Students at this level are confident and insightful, holding themselves accountable for their actions. They are resilient and take responsibility for their continued personal growth and wellbeing. They act in informed and ethical ways and accept responsibility to lead, inspiring others to challenge inequality and improve their world. They take initiative and are sufficiently organized on a personal level to effectively facilitate positive, culturally responsive social change. They advocate for themselves and others and demonstrate courage when faced with challenges. They continue to build and access strong networks with mentors and others.</p>

Quality Criteria	<p>Participates in New Legacy Clubs</p> <p>Participates in art, exercise, community meetings, and mindfulness and movement</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Stays in class and uses work time productively</p> <p>Uses cell phone responsibly</p> <p>Does not use derogatory slurs or cuss in the presence of children</p> <p>Uses resources and resource staff when dysregulated</p>	<p>Shows consistent attendance of 70%</p> <p>Demonstrates professional communication (phone, email, in-person, etc.)</p> <p>Student reliably produces work</p>	<p>Articulates career interest</p> <p>Identification and explanation of requirements to enter a career of interest</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Students at this level are developing increased personal, physical, and social awareness and are able to analyze their strengths and draw from their experience to prioritize what is required for personal growth. They demonstrate increasing confidence and independence and they persevere to achieve their goals. They know how to utilize support networks and take responsibility for their own continued wellbeing. They are establishing their values system through relationships with others and through self-reflection. They are receptive to, and respectful of, diverse perspectives and are positive role models when engaging in social action in their communities. They are proactive and organized and hold themselves accountable for deadlines and outcomes.</p>
	<p>Periodically participates in New Legacy clubs, art, exercise, community meetings, and mindfulness and movement</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>Leaves class frequently</p> <p>Needs reminders about cell phone usage</p> <p>Needs reminders to use respectful language in the presence of children</p> <p>Struggles to identify coping strategies when dysregulated, seldomly uses resources</p>	<p>Shows attendance of 60% or higher</p> <p>Student produces work with consistent provocation from staff</p>	<p>Expresses vague interest in post-secondary planning</p> <p>Currently unable to articulate requirements to enter a career of interest</p>	<p style="text-align: center;"><u>In Progress</u></p> <p>Students at this level are starting to develop awareness of themselves and their potential, and to pursue opportunities for personal growth. They are coming to recognize the importance of attending to their own health and wellbeing needs. They understand the importance of belonging and supporting others, and they will contribute as members of a group. They understand that their views count and they acknowledge the views of others. They are aware of their impact on others and will accept feedback in relation to taking responsibility for their own behavior.</p>
	<p>Not yet evident</p>	<p>Not yet evident</p>	<p>Not yet evident</p>	<p>Not yet evident</p>	<p>Not yet evident</p>	
Indicators	<p>Personal growth and well-being</p>	<p>Commitment to family and community</p>	<p>Decision making and self-regulation</p>	<p>Effective workplace habits</p>	<p>Career awareness and post-secondary planning</p>	

Reading, Writing, and Communicating

Quality Criteria	<p>Utilizes active reading strategies (i.e. annotating, skimming & scanning, etc.)</p> <p>Uses textual information to formulate opinions</p> <p>Compares & contrasts different sources & points of view</p> <p>Identifies author purpose, bias, etc.</p>	<p>Asks questions that lend themselves to research</p> <p>Finds and uses academic and reliable sources when researching</p> <p>Identifies fake or misleading information</p>	<p>Writes with strong grammar and punctuation</p> <p>Uses appropriate formatting and structure (i.e. paragraph/essay organization)</p> <p>Cites and analyzes relevant evidence to support claims</p> <p>Understands audience & genre, and experiments with style</p> <p>Effectively utilizes proofreading, revising, and editing skills</p>	<p>Uses active listening skills</p> <p>Collaborates with peers professionally</p> <p>Asks appropriate and relevant questions of peers & provides constructive feedback relating to topic</p> <p>Cites textual evidence in class discussions</p>	<p>Articulates and enunciates properly, and can be heard by entire audience</p> <p>Uses body posture, eye contact, and hand gestures</p> <p>Is not overly reliant on visual tool</p> <p>Incorporates a variety of appropriate mediums into presentation</p>	<p style="text-align: center;"><u>Exceeding Expectations</u></p> <p>Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives. They design, modify, and manage their communication strategies to suit a range of audiences and purposes in complex situations. They create multi-modal products to increase impact and can articulate how their choices enhance their communication. They engage peers and experts in the community to broaden their perspectives and solve problems through collaborative discussion and critical conversations. They synthesize different perspectives and facilitate the group to move towards shared understanding, knowing how to challenge thinking to gain insight. They seek opportunities to engage in analysis of their communication and use constructive criticism to revise and improve.</p>
	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Students at this level communicate with presence and purpose. They choose from multiple communication modes and tools to convey their ideas. They are strategic in their choices, taking into account context and audience. They engage with others, using active listening strategies and sharing ideas, showing awareness of the needs of others and an openness to thoughts and opinions other than their own. They maintain lines of communication with experts in their area of interest. They incorporate feedback to tailor their communication.</p>
	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p style="text-align: center;"><u>In Progress</u></p> <p>Students at this level use familiar communication tools in order to convey their ideas and opinions. Drawing on what they already know, they are aware that there are multiple ways to communicate, according to text and purpose. They can identify and use familiar digital technologies. They are prepared to talk about their learning and are developing confidence to engage with adults in discussing areas of interest. They listen actively in group discussions and contribute their own relevant ideas.</p>

	Not yet evident	Not yet evident	Not yet evident	Not yet evident	Not yet evident
Indicators	Text comprehension and analysis	Inquiry, research, & digital literacy	Writing for different purposes	Cooperative learning and discussion	Presenting and facilitating

Quantitative Reasoning

Quality Criteria	<p>Looks for entry points into problems and develops a “plan of attack”</p> <p>Makes predictions and assumptions about meanings of solutions to problems</p> <p>Identifies potential constraints</p> <p>Uses appropriate tools to aid in problem solving process (i.e. calculator, protractors, etc.)</p> <p>Uses appropriate resources (i.e. peers, teacher, notes, internet, etc.)</p>	<p>Makes sense of quantities and their relationship in problem solving situations</p> <p>Deconstructs problems and understands what each piece means</p> <p>Sees the big picture and provides understanding of what each solution means</p> <p>Understands the importance of using correct units in various situations</p> <p>Uses different properties of operations and objects</p>	<p>Analyzes situations and can recognize and use counterexamples</p> <p>Compares the effectiveness of two reasonable arguments</p> <p>Justifies conclusions and conducts mathematical argumentation & collaboration with peers</p> <p>Utilizes mathematical structures like tables, equations, graphs, etc. to model thinking and explain their functions within a given context</p>	<p style="text-align: center;"><u>Exceeding Expectations</u></p> <p>Students at this level are competent and confident users of mathematics in their lives. They appreciate that mathematics is helpful in making sense of the world and can explain how seeing the world mathematically opens up new possibilities. They can interpret unfamiliar formulae, transform mathematical information, and explain/justify their decisions as they work. They persist when problems are challenging and are willing to ask for help when they don’t understand. They analyze the mathematics they or others choose to use.</p>
	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Students at this level make use of their growing repertoire of mathematical strategies to explore unfamiliar situations. They can identify and describe when mathematics is used in a situation, task, or problem. They look for mathematical solutions. They can identify and organize mathematical information and use mathematical techniques unprompted. They will respond to mathematical claims made by others and seek to help make sense of them.</p>
	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p style="text-align: center;"><u>In Progress</u></p> <p>Students at this level are willing to have a go at using mathematics they are familiar with to understand situations. They are beginning to identify mathematical ideas within their interest areas. With prompting, they will</p>

				consider whether mathematics might help in tackling a problem. They are willing to follow familiar mathematical steps to solve problems or tackle practical tasks. They regularly check their work and that their answers are accurate and make sense.
	Not yet evident	Not yet evident	Not yet evident	
Indicators	Perseverance in problem solving	Abstract and quantitative thinking	Mathematical reasoning and argumentation	

Empirical Reasoning

Quality Criteria	<p>Asks compelling questions that are equally open-ended and conducive to effective/meaningful research</p> <p>Utilizes “best practices” of research when finding answers to difficult questions</p> <p>Relies heavily on factual evidence and data science to prove/disprove hypotheses</p> <p>Synthesizes information from various sources to form a position and/or draw conclusions</p>	<p>Designs projects that follow an essential question and utilize the scientific method</p> <p>Writes project proposals that are detailed and sufficiently thought-through</p> <p>Self-evaluates the direction and effectiveness of projects during and after—tweaks and revises as necessary</p> <p>Articulates the flaws and successes of a project when complete</p>	<p style="text-align: center;"><u>Exceeding Expectations</u></p> <p>Students at this level pose and test hypotheses, applying investigative methods to clarify and explore their new understandings. They formulate testable inquiry questions in response to complex issues and ideas. They identify patterns or themes within the data and use this evidence to draw conclusions. They notice errors in their own processes and suggest improvements. They ask questions to clarify the reasonableness of others’ claims.</p>
	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p>Steadily moving towards proficiency in some/all of the areas above</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Students at this level ask questions and plan and undertake processes to explore their areas of interest. On the basis of their observations, they can design and carry out processes that show they recognize causal relationships. They collect and record data in order to share their findings and make decisions. They question some assumptions and viewpoints within a claim.</p>
	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p>At the beginning stages of proficiency in most/all of the areas above</p>	<p style="text-align: center;"><u>In Progress</u></p> <p>Students at this level notice and explore phenomena and ideas, making connections to their own experience. They are curious about the world around them. They make predictions based on their observations and use strategies such as trial and error to check them.</p>

	Not yet evident	Not yet evident
Indicators	Asks questions, makes predictions, and draws conclusions	Designs investigation and evaluates process

Social Reasoning

Quality Criteria	<p>Investigates and takes positions on major social issues and various forms of inequality challenging American society</p> <p>Routinely reads and analyzes national and world news from academic sources</p> <p>Traces the historical context of current events</p>	<p>Understands/critiques the structures and complexities of American government</p> <p>Identifies major trends and events in U.S. and world history</p> <p>Analyzes and contextualizes current events from an historical perspective</p>	<p style="text-align: center;"><u>Exceeding Expectations</u></p> <p>Students at this level define and analyze social issues using relevant frameworks and perspectives and take responsible social action. They apply their understanding of the levers of sustainable development to propose ethical solutions and they commit to working collectively to advance social justice and equity. They demonstrate a commitment to developing ongoing respectful relationships with people from different backgrounds and are prepared to challenge bias and discrimination.</p>
	<p style="text-align: center;">Steadily moving towards proficiency in some/all of the areas above</p>	<p style="text-align: center;">Steadily moving towards proficiency in some/all of the areas above</p>	<p style="text-align: center;"><u>Meeting Expectations</u></p> <p>Students at this level investigate social issues in depth by applying a range of tools. They have an understanding of multiple perspectives. They can analyze significant past and present events in order to identify trends and patterns in society. They recognize the strengths of different cultural groups. They can describe the effects of unequal access to resources in their community and look for ways to address this.</p>
	<p style="text-align: center;">At the beginning stages of proficiency in most/all of the areas above</p>	<p style="text-align: center;">At the beginning stages of proficiency in most/all of the areas above</p>	<p style="text-align: center;"><u>In Progress</u></p> <p>Students at this level can describe the frameworks and systems they are embedded in. They can identify ethical concepts such as equality, respect, and connectedness and describe some of their attributes. They notice that people have different perspectives. They demonstrate an awareness of different cultural groups. They are engaged with their community and identify social issues they would like to address.</p>
	<p style="text-align: center;">Not yet evident</p>	<p style="text-align: center;">Not yet evident</p>	
	Indicators	Analysis of social issues and events	Civic and historical mindedness