**Middle School and High School (4th-12th) Proposed Standards:**

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**Domain: Approaches to Learning**

Strand: **Critical Thinking and Problem Solving**

Topic: Planning, Action, and Reflection

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Use prior knowledge to assess and plan for future actions. | Understand the link between ideas and cause and effect of actions. | Approach problems in a consistent and systematic manner. | Recognize, build, and appraise arguments. Students test intellectual standards: “Am I being precise? What is most significant?” |

Strand: **Intellectual and Self-Management**

Topic: Time Management

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Recognize importance of managing time, experiment with creating schedules. | Demonstrate awareness of responsibility for own schedule. | Focus attention on planning ahead for exams, preparing study guides, and study groups. | Demonstrate organization in personal and academic areas, as well as priorities. |

Strand: **Creativity**

Topic: Expression of ideas and feelings through the arts

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Compare and contrast the creative works of others, recognizing different mediums. | Demonstrate understanding of different creative and art expression | Knowledge of different mediums is put into action; photography, paint, coloring utensils, sketchbook, speech, writing, etc. | Demonstrate full knowledge of creative expression through different mediums in “This is Me” portfolio. |

**Domain: Personal Well-Being**

Strand: **Physical Awareness**

Topic: Knowledge of Health Concepts: Nutrition

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Compare elements of a healthy lifestyle; food intake and physical fitness. | Identify nutrition facts on labels, keep track of food intake in a Food Log (or website tracker). | Recognize time spent exercising/ raising the heartbeat; sports. | Keep an exercise log and food log, with emphasis on realization of healthy nutrition |

Strand: **Psychological Awareness**

Topic: Mental Health

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Independent mindful techniques introduced | Empathy is emphasized, realization that others act on emotions | Demonstrate understanding of expression and emotional health | Recognize different emotions, how to express them, and when to seek assistance. |

Strand: **Communication/Verbal expression**

Topic: Interpersonal Communication Skills

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Describe ways to respond to unwanted or threatening situations, as well as healthy ways to express needs and wants. | Recognize different ways in communicating with peers, teachers, and family. | Joining clubs in school promoting public speaking and debate abilities. | Demonstrate effective public speaking in group presentations and means to appeal to audience effectively. |

**Domain: Social and Emotional Development**

Strand: **Intrapersonal Relationships**

Topic: Building group spirit and teamwork

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Recognize ways in order to express opinion in a large group and demonstrate active listening. | Demonstrate active listening, learn to resolve conflicts with others of different opinions | Effectively work on different subjects in a group, while eliminating distractions. | Demonstrate leadership ability in group work while managing and communicating with others. |

Strand**: Managing Conflict**

Topic: Dealing with Stress

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Recognizing stressors in everyday life, mindfulness techniques assisting students. | Recognize stressors and specifically why they are stressed; critically think about how they can cope with stress. | Introduce ways of coping with stress: exercise, journaling, speaking to loved ones, music, balancing schedule, etc. | Demonstrates ability in dealing with academic and personal stress and is able to express difficult emotions to trusted individuals. |

Strand: **Self-Regulation**

Topic: Mindfulness

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | | End of Grade 11 |
| Standard Statement | Demonstrate understanding of acceptable and desirable behaviors by peers and adults. | Identify ways in which to regulate undesired behavior and/or emotions. | | Demonstrates independence and engages in independent mindfulness activities to self-regulate. | Demonstrate self-control in a variety of situations and settings, specifically coping strategies. |

Strand: **Sense of Purpose**

Topic: Open-mindedness and Cultural Competence

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| 4th-12th (10-17 years) | End of Grade 5 | End of Grade 7 | End of Grade 9 | End of Grade 11 |
| Standard Statement | Gain a deeper understanding of culture, differences, as well as similarities | Knowledge of culture is put into action through service learning activities | Organize ideas for information exchange between students, families, and staff | Adopt differing point of views and communicate effectively with others of different mindsets and opinions |