COLLABORATION: Your capacity to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.

- **Self Awareness:** I can think through tasks, applying prior experience, understanding how my own strengths fit into the group dynamic, and take personal responsibility.

- **Communicating:** I can speak purposefully, listen actively, contribute to group dialog, and encourage the participation of others.

- **Negotiation & Decision-Making:** I can understand and value multiple perspectives, manage conflict and my own emotional response, and advocate for group equity.

- **Contributing & Supporting:** I can take ownership of task assignments and work quality, share ideas, and provide feedback on the work and ideas of others.

- **Monitoring & Adapting:** I can reflect on progress, overcome obstacles, adjust emotional reactions, support others through challenges, and modify my approaches to benefit the group.

COMMUNICATION: Your ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

- **Self-Awareness:** I can reflect on my strengths and challenges with regard to conveying and interpreting meaning. Understand how my communication choices affect others.

- **Context & Message:** I can analyze context as the basis for interpreting and planning messages, content, and framing. Code-switch to enhance my clarity and effect in various contexts.

- **Establishing Meaning:** I can evaluate sources to use as compelling examples, and choose effective formats to establish credibility. Interpret information and perspectives effectively by drawing on my own experience and knowledge.

- **Delivery & Expression:** I can choose the best mode for purpose, conveying clearly, and affecting audience through style. Use and interpret tone, emphasis, verbal, and/or nonverbal signals as means of expression.

- **Monitoring & Adapting:** I can initiate and maintain engagement, regulate emotional response, and adjust approach or perspective to enhance other’s understanding.
CREATIVITY: My ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around me.

- **Self-Awareness:** I can think about personal interests, strengths, inhibitions, and past experiences throughout the creative process. Draw on prior understanding to discover and interpret meaningful challenges.

- **Cultivating & Evaluating Ideas:** I can seize on personally meaningful insights and connections to imagine new possibilities, evaluate ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.

- **Tolerating Risk & Ambiguity:** I can deal with uncertainty, taking risks, and balancing novel possibilities with limitations and norms throughout the creative process.

- **Experimenting & Validating:** I can explore and create ways to test the relevance and effectiveness of an idea. Overcome setbacks, innovate through an iterative cycle, and communicate ideas to understand the perspective of others.

- **Monitoring & Adapting:** I can recognize patterns and growth in my own work and ideas, integrate feedback and ideas of others, continue to seek out new experiences, and develop a driving purpose.

SELF-DIRECTION: My ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluate and collaboratively steer learning toward long-term goals and aspirations.

- **Self-Awareness:** I can reflect on past experiences to evaluate my own strengths, limitations, motivation, interests, and aspirations within different learning contexts.

- **Initiative & Ownership:** I can take responsibility for learning, finding purposeful driving questions, shaping opportunities to fit my personal interests and learning style, and seeking input from others.

- **Goal Setting & Planning:** I can develop long-term goals, establish meaningful learning targets, identify effective strategies, and plan out steps.

- **Engaging & Managing:** I can seek out relevant resources and information to support my learning goals and refine my strategies. Maintain an effective pace to reach short-term benchmarks and long-term goals.

- **Monitoring & Adapting:** I can evaluate my progress, adapting strategies, seizing failure in order to grow from mistakes, and attribute my success to effort and motivation.

Rationale:
In many traditional grading systems, students’ behaviors such as class participation and ability to meet deadlines become factors in their overall grade for a course. While these behaviors play important roles in students’ success in school and beyond, averaging behaviors and learning together makes it difficult to determine what students know and are able to do, as well as where students are excelling and where they need more work. Under this traditional system, a low grade on a student’s report card does not make it clear whether the student is struggling to master content-related skills, or whether they are struggling with behaviors such as organization and work completion. As part of Two Rivers’ shift to proficiency-based learning, assessment, and graduation, we believe in reporting students’ academic performance separately from academic behaviors. We call these academic behaviors students’ Habits of Work, and they are organized under three main categories: Engagement and Focus, Responsibility and Organization, and Respect and Cooperation.

Habits of Work and the Essential Skills & Dispositions:
In order to graduate from high school in a proficiency-based system, students need to demonstrate their knowledge and skills, meeting clearly articulated standards in each content area. Additionally, students will need to show proficiency in a set of essential skills, so-called because they both connect and transcend individual content areas and courses. One of these essential skills, Self Direction, includes performance indicators that appear to have some direct overlap with the Habits of Work. The major difference between the essential skills and the Habits of Work is a matter of scope and scale: the essential skills are deep, broad, and comprehensive goals that students will need years to master; the Habits of Work are behaviors students practice and employ each and every school day. Furthermore, the essential skills are graduation requirements. The Habits of Work will be assessed and reported in every course, but students do not need to show proficiency in these habits in order to graduate. While a student’s proficiency in the Habits of Work across different classes could be used as evidence of Self Direction, the Habits of Work are separate and distinct from the essential skills.

Recommendations for Use:
We advocate for using this tool, or its relevant criteria, in conjunction with the summative assessments teachers design to measure students’ learning. Any assignment, project, performance, exhibition, or task in which students are asked to use class time, work independently, function as part of a group, bring work home to compete, and remain organized offers an opportunity for a built-in assessment of the habits involved in the process. Connecting the assessment of students’ Habits of Work to concrete tasks allows them to see the link between their academic behaviors and their academic performance while still enabling teachers to report on what students are learning separately from how they are working.
### Engagement and Focus:

I can actively engage in learning activities with focus and independence.

- ___I regularly begin work without prompting from teachers.
- ___I regularly attend to the task at hand and avoid distractions.
- ___I regularly complete high quality work that shows care and an attention to detail.
- ___I make independent and productive choices when my work is finished.

### Responsibility and Organization:

I can manage my time, my materials, and my use of technology responsibly.

- ___I regularly complete assignments on time.
- ___I regularly arrive on time for class, I have everything I need, and my materials are organized.
- ___I regularly use technology responsibly and as a tool for learning.

### Respect and Cooperation:

I can demonstrate positive citizenship in the classroom through my questions, contributions, and respectful behavior.

- ___I regularly ask questions, not only for clarity, but also to expand my own and my peers’ understanding.
- ___I regularly share my own thoughts and contribute positively to class discussions when provided structured opportunities.
- ___I regularly treat others, their belongings, shared spaces, and supplies with care.

| Total Score | /10 |

*(Regularly=always or almost always)*

**Teacher feedback** - This is what have observed about your habits of work through your participation in class.
Global Citizenship (10 Proficiencies & 16 Indicators)

**Inquiry & Literacy**
- I can provide evidence that I develop questions to frame and advance inquiry, and convey complex information through effective communication.
- I can construct compelling and supporting questions and determine the kinds of sources that will be helpful in answering these questions.
- I can analyze and critique historical sources, both primary and secondary.
- I can gather relevant information from multiple sources, evaluate their credibility; taking into consideration multiple points of view.
- I can write informative/explanatory text, that examines and conveys complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

**Civics**
- I can provide evidence that I can act effectively and responsibly as a citizen.
- I can explain and analyze international trade and globalization.
- Generate possible explanations for a government role in markets when market inefficiencies exist.
- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

**Geography**
- I can provide evidence that I can use geographic reasoning to make personal and societal decisions and solve problems.
- I can analyze and evaluate interactions between humans and their environment.
- I can create and use maps and other geographical representations to answer geographic questions, make decisions, solve problems and communicate findings.

**History**
- I can provide evidence that I can use historical thinking to develop credible explanations of historical events and developments based on reasoned interpretation of evidence.
- I can evaluate and analyze historical events and patterns of change to assess the significance of specific individuals, groups and developments.
- I can analyze multiple and complex causes and effects of events in the past.

**Evaluating Sources**
- I can provide evidence that I can rigorously analyze and evaluate sources.
- I can develop claims and counterclaims and purposefully select substantive evidence to support those...
Students communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Express oneself in the present with simple sentences, memorized connectors, and descriptive vocabulary.

Students interact with cultural competence and understanding.

Identify, locate, and describe characteristics of target-language-speaking countries.

Students connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Use authentic material from the culture for discovery.

Students develop insight into the nature of language and culture in order to interact with cultural competence.

Identify and translate cognates.

Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Apply problem solving skills and strategies to non-native language learning situations (e.g., use words that are familiar, access prior knowledge, use authentic resources, communicate directly in target language).
# English Language Arts (4 Proficiencies & 10 Indicators)

## Reading
Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Writing
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Language
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Speaking and Listening
Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
# Math (7 Proficiencies & 19 Indicators)

## Modeling
- Use numerical phenomena or quantities to model a situation.
- Use equations, inequalities and functions to model and interpret situations.
- Interpret the results of applying the model in the context of the situation.

## Number
- Reason quantitatively and use units to solve problems.

## Algebra
- Solve equations and inequalities in one variable.

## Functions
- Build a function that models a relationship between two quantities.
- Analyze functions using different representations.

## Geometry
- Understand congruence in terms of rigid motions.
- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.
- Understand similarity in terms of similarity transformations.
- Define trigonometric ratios and solve problems involving right triangles.
- Define trigonometric ratios and solve problems involving right triangles.

## Statistics
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Interpret linear models.

## Dispositions
- Persevere in challenging situations.
- Take responsibility for personal decisions and actions.

*Last Revised March 2018*
### Science (6 Proficiencies & 16 Indicators)

#### Physical Sciences: Structure/Properties of Matter, Forces, and Interactions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS-PS1-1</td>
<td>Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</td>
</tr>
<tr>
<td>HS-PS1-2</td>
<td>Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</td>
</tr>
<tr>
<td>HS-PS1-7</td>
<td>Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</td>
</tr>
<tr>
<td>HS-PS2-1</td>
<td>Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</td>
</tr>
<tr>
<td>HS-PS2-2</td>
<td>Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</td>
</tr>
</tbody>
</table>

#### LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING

<table>
<thead>
<tr>
<th>Indicator</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HS-PS3-1</td>
<td>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Include Conservation of Energy in response.</td>
</tr>
<tr>
<td>HS-PS3-1</td>
<td>Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells. (HS-LS1-1)</td>
</tr>
<tr>
<td>HS-PS3-1</td>
<td>Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (HS-LS1-4)</td>
</tr>
<tr>
<td>HS-PS3-1</td>
<td>Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. (HS-LS1-5)</td>
</tr>
<tr>
<td>HS-PS3-1</td>
<td>Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. (HS-LS1-7)</td>
</tr>
</tbody>
</table>

#### LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS-LS4-2</td>
<td>Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</td>
</tr>
<tr>
<td>HS-LS4-4</td>
<td>Construct an explanation based on evidence for how natural selection leads to adaptation of</td>
</tr>
</tbody>
</table>
Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. HS-ESS1-5

Develop a model to illustrate how Earth’s internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [HS-ESS2-1]

Develop a model based on evidence of Earth’s interior to describe the cycling of matter by thermal convection. [HS-ESS2-3]
## TRSU Graduation Indicators

### Arts (4 Proficiencies & 6 Indicators)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating - Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>#VA.CR.1</td>
<td>Generate and conceptualize artistic ideas and work.</td>
</tr>
<tr>
<td>#VA.CR.2</td>
<td>Organize and develop artistic ideas and work.</td>
</tr>
<tr>
<td>#VA.CR.3</td>
<td>Refine and complete artistic work.</td>
</tr>
<tr>
<td><strong>Presenting - Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>#VA.PR.4</td>
<td>Select, analyze and interpret artistic work for presentation.</td>
</tr>
<tr>
<td><strong>Responding - Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>#VA.RE.9</td>
<td>Apply criteria to evaluate artistic work.</td>
</tr>
<tr>
<td><strong>Connecting - Visual Arts</strong></td>
<td></td>
</tr>
<tr>
<td>#VA.CN.11</td>
<td>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</td>
</tr>
<tr>
<td><strong>Performing - Music</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select, analyze and interpret artistic work for presentation.</td>
</tr>
<tr>
<td></td>
<td>Develop and refine artistic techniques and work for presentation.</td>
</tr>
<tr>
<td></td>
<td>Convey meaning through the presentation of artistic work.</td>
</tr>
</tbody>
</table>

Last Revised March 2018
PE (5 Proficiencies & 8 Indicators)

Demonstrates Competency in a Variety of motor skills and movement patterns.

Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).24 (S1.H1.L1)

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance

Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.27 (S2.H2.L1)

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Demonstrates the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.

Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).40 (S3.H9.L1)

Develop & demonstrate fitness routines to be able to enhance one's personal level of fitness.

Exhibits responsible personal and social behavior that respects self and others.

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

Last Revised March 2018
# Health (3 Proficiencies & 8 Indicators)

## Core Concepts
Comprehend concepts related to health promotion and disease prevention to enhance health.

a. Predict how healthy behaviors can affect health status.

d. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

e. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

## Analyze Influences
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

a. Analyze how the culture, peers and technology supports and challenges health beliefs, practices, and behaviors.

## Access Information
Demonstrate the ability to access valid information and products and services to enhance health.

a. Evaluate the validity of health information, products, and services.

b. Determine the accessibility of products and services that enhance health.

## Interpersonal Communication & Advocacy
Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks.

b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

d. Demonstrate how to ask for and offer assistance to enhance the health of self and others.

f. Use accurate peer and societal norms to formulate a health enhancing message.

Last Revised March 2018
Proficiencies will be assessed throughout the school year and progress toward graduation will be assessed for students as they complete 8th, 10th, and 12th grades.

Students will be expected to enroll in school for the full day in 9th and 10th grades. Students will have increased options for flexible learning as they progress in high school. Juniors and seniors may opt to enroll in flexible pathways based on their personal learning plan.

1. Students must meet proficiency in all enduring standards in the following area to earn a diploma from GMUHS:

   **English Language Arts**: Demonstration of proficiency in all enduring performance indicators in:
   - Reading
   - Language
   - Writing
   - Speaking and Listening
   through a progression of English Language Arts courses or their equivalent.

   **Mathematics**: Demonstration of proficiency in all enduring performance indicators in:
   - Modeling
   - Number & Quantity
   - Algebra
   - Functions
   - Geometry
   - Statistics & Probability
   - Math Grit(?)
   through a progression of mathematics courses or their equivalent.

   **Global Citizenship**: Demonstration of proficiency in all enduring performance indicators in:
   - Inquiry
   - Civics
   - Economics
   - Geography
   - Evaluating Sources
   - Taking Informed Action
   - World Language
   through a progression of social studies courses or their equivalent.

   **Science**: Demonstration of proficiency in all enduring performance indicators in:
   - Life Science
   - Physical Science
   - Earth and Space Science
   through a progression of science courses or their equivalent.

   **Creative Arts**: Demonstration of proficiency in all enduring performance indicators in:
   - Creating
   - Performing/Presenting
   - Responding
   - Connecting
   to the arts through a progression of Fine Arts, Industrial Arts, or Performing Arts courses or their equivalent.
Excerpt from the DRAFT Green Mountain Program of Studies

Physical Education and Health: Demonstration of proficiency in all enduring performance indicators in:
  - Physical Activity
  - Personal Goals and Self Advocacy
  - Social Behaviors and Influences
  - Safety and Disease Prevention
through a progression of courses or their equivalent.

2. Demonstration of growth in two of the Essential Skills & Dispositions and movement toward proficiency in the remaining three areas as documented through a student-curated portfolio, defended by the student in a public exhibition in school years prior to graduation.
   A. Collaboration
   B. Communication
   C. Creativity
   D. Self-Direction

3. Complete a capstone research project, through which students will address a need in our local, national, or international communities and demonstrate application and proficiency in all Transferable Skills by conducting in-depth research, creating a multi-faceted project, and presenting their work to a panel.

4. Complete and submit an application to a post-secondary educational institution, training program, or the military, OR demonstrate career goals through the completion of a final personalized learning plan reflection to provide an opportunity for continued growth.

**Academic Recognition**

Two Rivers uses a system of Latin honors based on proficiency-based achievement to award recognition and distinction. Honors will be Awarded at graduation in the following categories:

Summa Cum Laude (with highest honors): 90% of important and specialized indicators with P or higher

Magna Cum Laude (with great honors): 85% of important and specialized indicators with P or higher

Cum Laude (with honors): 80% of important and specialized indicators with P or higher

Principal's list: 95%
High honors:90%
Honors: 85%
Of indicators in all courses
At mid year and end of year