

Health Example:

<p>Health Education Graduation Standard 5- ADVOCACY, DECISION-MAKING AND GOAL-SETTING SKILLS: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.</p>				
Performance Indicator	1	2	3	4
<p>Formulate a long-term personal health plan, incorporating decision-making and goal-setting strategies</p>	<p>I can list goals I have for my own health.</p>	<p>I can explain ways I can reach a goal I set for my own health.</p>	<p>I can create a plan to meet immediate and long-term health goals.</p>	<p>I can adapt my plan and evaluate my progress so I can continue to positively impact my personal health.</p>

Science Example:

<p>Science Graduation Standard: PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS: Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)</p>				
Performance Indicator	1	2	3	4
<p><i>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. (HS-PS1-1)</i></p>	<p>Student is able to locate an element on the periodic table.</p>	<p>Student is able to locate an element on the periodic table, identify its basic properties, and determine the number of electrons in the outermost energy level.</p>	<p>Student is able to use the periodic table to accurately predict relative physical and chemical properties of elements. Student is able to describe the relationship between the pattern of electrons and other characteristics of that element.</p>	<p>Student is able to analyze observed relative physical and chemical properties of elements and classify them appropriately in the periodic table.</p>

Math Example:

Math Graduation Standard 2- ALGEBRA: Interpret, represent, create and solve algebraic expressions.				
Performance Indicators	1	2	3	4
Students will be able to interpret the structure of expressions.	I can define an expression.	I can identify the individual parts of an expression.	I can examine an expression and justify conclusions about the meanings of the different parts according to the context of the problem.	I can create an expression and justify conclusions about the meaning of all the different parts according to the context of the problem.

Social Studies Example:

Graduation Standard 6- HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.				
Performance Indicator	1	2	3	4
Use evidence to analyze interpretations of historical events based on different perspectives	I can state different points of view of an historical event.	I can contrast different points of view of an historical event, citing general evidence to support my point.	I can compare and contrast interpretations of historical events from different points of view, using specific evidence to support my point.	I can critique different points of view regarding an historical event, using specific, convincing evidence to support my point.