



EXPECTATIONS

for student learning

Laboratory Schools

INTRODUCTION

Faculty and administrators in the Illinois State University laboratory schools began developing a curriculum and program renewal process in 1994. The initiative was launched with the understanding that good schools constantly review programs and develop or revise curricula to address the changing needs of students and society. By investing resources in a systematic program review process, the laboratory schools demonstrate a strong desire to remain current with the many changes occurring in education.

In the first phase of the project, faculty engaged in extensive discussion to develop a vision statement and a set of benchmarks for each major discipline such as language arts, mathematics, science, and so forth. The vision statements were developed in response to the question, "As students complete their education in the laboratory schools, what are the broad understandings and skills that characterize their education?" Inasmuch as vision statements are intentionally broad, benchmarks were developed to indicate what students should know and be able to do as they reach particular transition points in their education. Benchmarks are checkpoints along the educational path, representing intermediate steps between the broad visions and the more specific course objectives designed by individual faculty members.

K-12 subcommittees developed the visions and benchmarks shared in this publication, *Expectations for Student Learning*. State and national curriculum standards, documents from professional organizations, and the professional knowledge base of teachers provided background for this important work.

Beginning in 1996-97, the laboratory schools began an ongoing cycle of intensive review and renewal of individual curriculum and program areas. These reviews include comprehensive program assessment and subsequent curriculum revision. Data collected from students, parents, faculty, and administrators are used to make informed decisions that result in better programs for students.

The K-12 steering committee, charged with the oversight of this project, wishes to thank all the mem-

bers of the Thomas Metcalf School and University High School faculties who contributed to the production of this document. Those who served on the steering committee were

Karen Arnold	Laurie Kammin
Pat Arnold	Chris Kraft
Rodger Baldwin	Claire Lamonica
Linda Ball	Michelle Mueller
Sarah Booth	Terry Oberhardt
Kathy Clesson	Don Petty
Maria Coolican	Marsha Riss
Bill Ducett	Linn Turnis
Helen Gehrenbeck	Rita Vaughn
Terri Hardman	Katie Walter
J. D. Hawkins	Linda Wilkins
Nancy Isaacson	

Other representatives were

Robert Dean, Director, Laboratory Schools
Penny Britton Kolloff, Department of Curriculum and Instruction

Additional copies of *Expectations for Student Learning* may be obtained by contacting the director of the laboratory schools at (309) 438-8542.





LANGUAGE ARTS

Vision statement

As a result of a laboratory school education, students in language arts should develop knowledge and skills in the areas of reading, writing, speaking, and listening. Thus, students will

- access, comprehend, interpret, analyze, evaluate, and respond to language;
- communicate effectively as speakers and writers; and
- listen in an informative, aesthetic, empathic, and critical manner.

Benchmarks

- ▶ At the completion of grade two, students in language arts will
 - recognize, recall, summarize, and predict information from materials read;
 - understand the various purposes for reading and identify texts that accomplish each purpose;
 - utilize a variety of strategies for decoding;
 - integrate information from a variety of texts to draw inferences;
 - write for a variety of purposes, utilizing appropriate language and style;
 - organize ideas in a logical way to achieve one clue theme or main idea;
 - use developmentally appropriate standard English conventions;
 - demonstrate the ability to revise, edit, and proofread;
 - speak effectively and expressively;
 - present ideas in an orderly and/or sequential manner;
 - use language and nonverbal cues appropriate to the topic, audience, and setting;
 - comprehend and evaluate the meaning of spoken messages;

- understand and identify the sequence of ideas from spoken messages;
- distinguish among different purposes in verbal and nonverbal communication; and
- respond effectively and appropriately to differing perspectives and points of view.

- ▶ At the completion of grade five, students in language arts will
 - read a variety of literary genres;
 - use a variety of reference sources to locate information;
 - apply the critical reading skills and strategies appropriate to the purposes for which they are reading;
 - participate in a variety of activities that develop a love of reading;
 - prepare, organize, and present thoughts in written form for a variety of audiences;
 - use appropriate standard English in written communication;
 - write reflectively about their own learning processes;
 - prepare, organize, and present thoughts orally for a variety of audiences;
 - use appropriate standard English in oral communication;
 - speak reflectively about their own learning processes;
 - use critical listening skills and strategies appropriate to the purpose for listening;
 - participate in a variety of activities that foster the development of aesthetic and empathetic listening; and
 - follow multistep directions.

-
- ▶ At the completion of grade eight, students in language arts will
 - read and analyze a wide range of texts;
 - apply a wide range of strategies for comprehending, interpreting, and evaluating texts;
 - read independently for learning and enjoyment;
 - approach writing tasks systematically and appropriately;
 - apply knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling, and punctuation to their reading and writing;
 - integrate information from more than one source into a written or spoken product;
 - use language to communicate effectively with a variety of audiences for a variety of purposes; and
 - listen critically and analytically to oral input.

- ▶ At the completion of grade 11, students in language arts will
 - apply strategies for comprehending, interpreting, analyzing, and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources;
 - write effectively for specific audiences and purposes, adapting language conventions appropriately;
 - analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing;
 - create, critique, and discuss texts, applying a knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling, and punctuation;
 - create and communicate knowledge, using technological resources to gather and synthesize information;



- use language to define and represent questions, issues, and problems for research;
- read and write independently for learning and enjoyment;
- analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions;
- use language knowledgeably, reflectively, constructively, and critically;
- demonstrate an understanding of the relationships between and among the components of the speaking process;
- identify and apply effective strategies for formal and informal speaking situations in public, group, work, and personal settings;
- use language that clarifies, persuades, and/or inspires while respecting the cultural, gender, and individual differences of the audience;
- identify and apply methods of managing and/or overcoming communication anxiety and apprehension;
- demonstrate an understanding of the relationships between and among the components of the listening process;
- identify and manage internal and external barriers to listening;
- identify and utilize the listening skills appropriate for diverse types and purposes of listening;
- analyze and evaluate the effects of audio and visual media; and
- identify and utilize the skills necessary for competent communication across audio and visual media.



MATHEMATICS

Vision statement

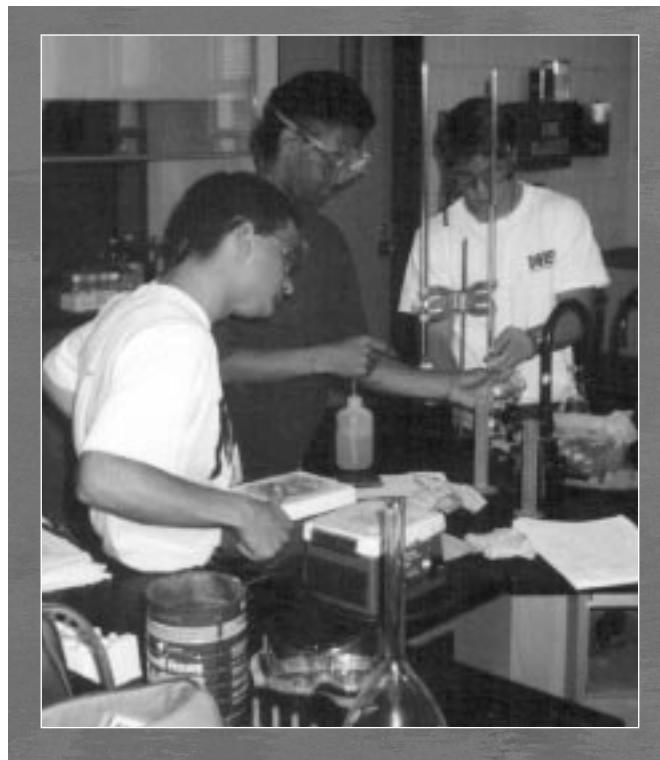
As a result of a laboratory school education, students in mathematics will

- value mathematics and its usefulness in everyday life;
- display confidence in their ability to function effectively in situations involving mathematics;
- think, reason, and communicate mathematical ideas;
- demonstrate strength in problem solving and computation;
- use technological tools appropriately and effectively; and
- transfer knowledge beyond the mathematics classroom to enable lifelong learning.

Benchmarks

- ▶ At the completion of grade two, students in mathematics will
 - demonstrate a willingness to apply mathematics skills and successfully integrate them into real-world situations;
 - correctly calculate beginning-level mathematical operations, including measurement, addition, and subtraction;
 - demonstrate consistent command of mathematics facts and operations in both oral and written language;
 - solve word problems using addition and subtraction facts accurately; and
 - demonstrate the basic use of modern technological tools in mathematics.
- ▶ At the completion of grade five, students in mathematics will
 - identify the uses of mathematics in everyday life;
 - demonstrate a conceptual understanding of, and proficiency in, elementary probability and statistics, estimation, and basic computational operations;
 - develop competence in reading, writing, and verbally communicating mathematical ideas and situations;
 - apply a variety of problem-solving strategies to address multistep problems; and
 - use technology as a tool for estimation, computation, and problem solving.
- ▶ At the completion of grade eight, students in mathematics will
 - describe the importance and the usefulness of mathematics in the real world;
 - apply mathematical principles in a variety of settings to enhance confidence and ability;
 - use proper terminology to express mathematical ideas orally and in writing;
 - demonstrate an ability to make conjectures, gather evidence, and build arguments to support mathematical reasoning; and
 - solve mathematical problems, including statistics, using calculators, computers, and graphing tools.
- ▶ At the completion of grade 11, students in mathematics will
 - apply appropriate problem-solving techniques to investigate and understand mathematical content with increasing confidence;
 - use proper terminology to express complex mathematical ideas orally and in writing;
 - make and test conjectures, follow logical arguments, and judge the validity of arguments;
 - apply integrated mathematical problem-solving strategies to a variety of disciplines; and
 - use calculators, computers, and graphing tools to solve algebraic, geometric, and statistics problems.

-
- explain why the earth's crust is in constant motion and cite evidence for support;
 - demonstrate how matter changes as energy is added or subtracted; and
 - describe how elements share some common features but have unique properties.
- As a result of activities and instruction in science, by the completion of grade 11 students should be able to
- design and conduct an experiment in an attempt to answer a scientific question;
 - differentiate between evidence, inference, opinion, and scientific fact;
 - analyze experimental data and draw valid conclusions;
 - communicate and defend a scientific argument;
- analyze the chemical and physical changes that occur because of identifiable agents of change;
 - demonstrate the use of physical, mathematical, and verbal models to relate abstract concepts;
 - analyze the interactions between matter and energy;
 - explain the relationships between atomic, molecular, and cellular bases of life;
 - interpret the role of trophic relationships in nature;
 - analyze the mechanisms of stability and change in living systems and environments;
 - compare and contrast characteristics of living organisms; and
 - analyze and assess the roles of science and technology in local, national, and global issues.



-
- demonstrate a knowledge of United States government and the Constitution;
 - analyze the events, trends, people, and movements shaping local, national, and world history;
 - appreciate the diversity of the United States and other world cultures; and
 - analyze and compare economic trends and systems.





SOCIAL SCIENCES

Vision statement

As a result of a laboratory school education, students in the social sciences should develop knowledge and skills in anthropology, economics, geography, history, philosophy, political science, psychology, and sociology. Thus, students will

- more fully understand themselves and society;
- be prepared for active citizenship in a democracy;
- understand how the past influences the present;
- develop an appreciation for the complexity of the community and the world; and
- live competently and productively in a complex world.

Benchmarks

- ▶ At the completion of grade two, students in the social sciences will
 - identify maps and globes as representations of the earth;
 - identify the responsibilities people have to their families, communities, and countries;
 - recognize customs and celebrations from diverse cultures;
 - explore history through individual families; and
 - relate how people work together, accomplish tasks, and achieve goals through cooperation.
- ▶ At the completion of grade five, students in the social sciences will
 - use map skills to gather and interpret information;
 - describe the basic principles of American government;

- demonstrate the ability to work cooperatively in groups;
- describe the impact of historical and contemporary people and events on the United States;
- describe the impact of diverse cultures on the United States; and
- participate in experiences demonstrating basic economic principles.

- ▶ At the completion of grade eight, students in the social sciences will
 - synthesize information from a variety of maps and graphs;
 - explain the formation and processes of American government;
 - recognize responsibilities of, and develop the skills for, active citizenship;
 - demonstrate a knowledge of the relationship between past and present events in United States history;
 - analyze the contributions of diverse cultures to the United States; and
 - compare and contrast capitalism to other economic systems.
- ▶ At the completion of grade 11, students in the social sciences will
 - demonstrate a knowledge of national and world geography;
 - analyze and compare diverse political cultures;
 - demonstrate the responsibilities of active citizenship;



SCIENCE

Vision statement

As a result of a laboratory school education, students in science should develop knowledge and skills in the areas of life science, physical science, and earth science. Thus, students will

- understand and appreciate the workings of their natural and physical environment;
- demonstrate substantial knowledge of facts, concepts, conceptual networks, and process skills that enable them to continue to learn and think logically; and
- understand how science, technology, and society are interrelated and use this knowledge in everyday decision making.

Benchmarks

- ▶ At the completion of grade two, students in science will
 - recognize that all living things work together to make life diverse;
 - predict how natural resources, environment, and weather affect earth changes;
 - describe how people use a variety of materials to solve problems and discover new ways of doing things; and
 - distinguish the observable characteristics of matter and energy.
- ▶ At the completion of grade five, students in science will
 - understand the workings of the human body systems;
 - identify the main features of organisms used for classification;
 - analyze the unique characteristics of the solar system and its effect on the earth;
 - understand and evaluate the interactions of living things;
 - demonstrate an understanding of the production of sound and the motion of objects;
 - describe how light interacts with matter and can be changed to other forms of energy; and
 - understand how people invent by identifying problems and developing multiple solutions.
- ▶ At the completion of grade eight, students in science will
 - recognize that all living things have a chemical basis;
 - understand that cells are the smallest living units and explain how multicelled organisms develop from a single cell;
 - explain how genetics and heredity affect the development of living things;
 - describe the processes of photosynthesis and respiration and explain how they form energy and oxygen;
 - identify special adaptations and relationships among organisms;
 - recognize minerals and rocks as naturally occurring substances that are important resources;
 - describe the different parts of the universe and explain their relationships and patterns of change;
 - measure and describe how physical factors form weather;
 - identify the different forms and locations of fresh water, explain its importance as a natural resource, and know how to protect it;



HEALTH/PHYSICAL EDUCATION

Vision statement

As a result of a laboratory school education, students in health education and physical education will be able to make informed, responsible choices that will lead to a lifelong commitment to participation in physical activities and positive health behaviors.

Benchmarks

- ▶ At the completion of grade two, students in physical education will
 - identify key components and effects of physical exercise;
 - position their bodies when moving or exercising;
 - demonstrate basic activities that foster emotional well-being;
 - wear proper clothing and use safety equipment properly while exercising;
 - perform the basic skills of beginning-level exercises and activities; and
 - demonstrate the skills necessary to participate in beginning-level complex motor activities.
- ▶ At the completion of grade five, students in physical education will
 - identify the benefits of exercise;
 - perform appropriate stretching exercises;
 - protect themselves when participating in physical activities;
 - perform dance movements;
 - demonstrate skill in intermediate activities that require eye-hand coordination;
 - demonstrate skills necessary to participate in intermediate-level complex motor activities; and
 - perform basic skills in life-preserving procedures.
- ▶ At the completion of grade eight, students in
 - ▶ physical education will
 - state the effects of physical fitness on the functions of the body;
 - state the changes that occur within the body due to exercise;
 - demonstrate skills in activities that require movement for long periods of time;
 - use the correct skills and apply the correct rules team sports; and
 - use intermediate skills in life-preserving procedures.
 - ▶ health education will
 - demonstrate how to assess, achieve, and maintain physical fitness for continuing health;
 - apply principles of health promotion and the prevention and treatment of illness and injury;
 - understand human body systems and factors that influence growth and development; and
 - promote and enhance health and well-being for self and others through the use of effective communication, decision-making skills, and accessing health-related community services.
- ▶ At the completion of grade 11, students in
 - ▶ physical education/wellness will
 - explain the lifelong implications of exercise, or the lack thereof, on the human body;
 - state how physical exercise directly affects emotional well-being;
 - perform advanced-level activities requiring eye-hand coordination, strength, endurance, and flexibility;
 - design and implement a personal fitness program;

-
- demonstrate the skills necessary to participate in advanced-level, complex motor activities;
 - perform advanced-level skills in life-preserving procedures;

- describe the basic human anatomy and physiology;
- analyze the effects good nutrition has on the body;
- describe how stress can affect body functions; and
- evaluate products that affect their health.





FINE ARTS

Vision statement

As a result of a laboratory school education, students in fine arts should develop knowledge and skills in the areas of music, visual art, drama, and dance. Thus, students will

- communicate at a basic level in the four arts disciplines;
- communicate proficiently in at least one art form;
- develop and present basic analyses of works of art;
- have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
- utilize arts knowledge and skills by applying them across the arts disciplines.

Music benchmarks

- ▶ At the completion of grade two, students in music will
 - sing a varied repertoire of songs independently and with groups, using appropriate expressive qualities;
 - perform a varied repertoire of songs independently and with groups, using a variety of classroom instruments with appropriate expressive qualities;
 - echo short rhythm and melodic patterns;
 - improvise short songs and instrumental pieces, using a variety of sound sources;
 - identify basic musical symbols, terms, forms, and tone colors;
 - use purposeful movement to respond to selected musical meters and styles; and
 - identify similarities and differences in the meanings of common terms used in the various arts.
- ▶ At the completion of grade five, students in music will
 - sing a variety of music representing diverse genres and cultures with expression and technical accuracy;
 - perform on at least one instrument a variety of music representing diverse genres and cultures with expression and accuracy;
 - improvise simple rhythmic variations, melodic variations, and harmonic accompaniments on a variety of sound sources;
 - demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analysis of music;
 - describe ways in which music interrelates with other academic disciplines; and
 - describe the roles of music and musicians in a variety of times and places.
- ▶ At the completion of grade eight, students in
 - ▶ investigations of music will
 - compare the roles and functions of music and musicians in several cultures;
 - employ a variety of traditional and nontraditional sound sources in composing music;
 - investigate music and music technology fields; and
 - perform music in ensembles.
 - ▶ instrumental music will
 - demonstrate good posture, playing position, and technique while performing accurately on an instrument;

-
- produce characteristic sounds on their instruments;
 - employ listening skills to achieve good intonation;
 - sight-read melodies;
 - perform in groups, blending timbres, matching dynamic levels, and responding to the cues of the conductor;
 - perform music representing diverse styles with expression; and
 - play five major scales accurately.
- ▶ choral music will
 - sing a major scale in tune;
 - demonstrate understanding of simple music notation;
 - sight-read a simple melody;
 - express the emotion or meaning of the musical text; and
 - perform in groups, blending timbres, matching dynamic levels, and responding to the cues of the conductor.
- ▶ At the completion of grade 11, students in
 - ▶ band music will
 - perform high school marching band music from memory;
 - execute marching band commands with proper style, posture, and rhythm while playing;
 - produce a characteristic tone quality;
 - perform high school level music with proper execution of dynamics, notes, rhythms, and phrasing;
 - sight-read melodies;
 - play 12 major scales;
 - notate major scales; and
 - define musical terms found in concert band music.
 - ▶ orchestral music will
 - produce a characteristic tone quality;
 - perform high school level music with proper execution of dynamics, notes, rhythms, bowings, and phrasing;
 - sight-read melodies;
 - play all major and minor scales; and
 - define musical terms found in orchestral music.
- ▶ choral music will
 - sing major and minor scales and triads in tune;
 - demonstrate an understanding of advanced standard music notation;
 - sight-read a musical line of intermediate difficulty;
 - sing with proper choral technique;
 - analyze and compare choral performances, using appropriate musical descriptors; and
 - identify scales, chords and intervals in all major keys.
- Visual arts benchmarks**
- ▶ At the completion of grade two, students will
 - identify a variety of sensory elements (e.g., line, color, shape) in the visual arts;
 - identify the main ideas expressed in works of visual art;
 - identify similarities among the sensory elements across the arts (i.e., visual art, drama, music, dance);
 - identify similarities and differences among the organizational principles (e.g., unity, dominance, balance) across the arts;
 - identify the media, tools, and various processes used to produce works of visual art;
 - demonstrate beginning skills in the production of visual works of art;
 - describe the ways the arts contribute to societies, civilizations, and everyday life; and
 - identify how the arts reflect different times and cultures.
 - ▶ At the completion of grade five, students will
 - interpret the use of organizational principles in works of visual art;
 - identify and describe how sensory elements communicate ideas in works of visual art;
 - describe how the art forms combine to create other art forms;
 - compare and contrast sensory elements, organizational principles, and ideas expressed among the arts;

- identify how various media, tools, and processes are used alone and in combination with one another in the visual arts;
- demonstrate beginning basic skills in the visual arts;
- identify and describe how the arts portray universal themes;
- describe how the arts communicate similar ideas among the arts and other learning areas;
- identify and describe how the arts tell stories about people and times; and
- identify how the arts reflect the differences between past societies and present-day life.



► At the completion of grade eight, students will

- describe how sensory elements and organizational principles function in works of visual art;
- analyze how the sensory elements are organized to convey meaning in works of visual art;
- describe the characteristics of works in two or more of the arts that share similar ideas;
- describe how tools and processes are used to create specific effects in the visual arts;
- demonstrate intermediate skills in the production of visual works of art;
- explain how the arts have traditionally functioned in various societies and civilizations; and
- explain how the arts are used to increase understanding of societies past and present.

► At the completion of grade 11, students will

- analyze and evaluate student and professional works of art, using criteria related to expressing ideas, sensory elements, and organizing principles;

- analyze and evaluate how sensory elements, organizational principles, and expressive ideas are used across the arts;
- evaluate how the selection of tools, materials, and processes supports and influences the communication of ideas;

- initiate, research, and solve visual art problems, using various techniques to create a series of visual works of art;
- analyze the roles and connections among the arts and other academic areas; and
- research and analyze the relationship of the arts in order to compare and contrast their function in society, culture, and civilization past and present.

Drama benchmarks

► At the completion of grade two, students will

- identify and portray character, emotion, and setting within a given work;
- identify and demonstrate beginning, middle, and end within a given work;
- identify the main ideas as expressed in their own work and the work of others through movement, sound, and stories based on personal experience, imagination, literature, and history;
- identify similarities and differences among the organizational principles (line, pattern, shape, repetition, contrast, rhythm) between two or more of the arts; and
- describe the ways drama/theatre contributes to societies, civilizations, and the lives of students.

-
- At the completion of grade five, students will
- identify and demonstrate through improvisation or script writing understanding of basic plot structure;
 - design environments for improvised and scripted scenes;
 - demonstrate basic acting skills to portray characters who interact in improvised and scripted scenes;
 - describe and demonstrate how the arts combine to create other art forms (e.g., puppetry, musical theatre combining visual art, music, and dance);
 - direct by organizing rehearsals for improvised and scripted scenes;
 - research cultural and historical information to support improvised and scripted scenes;
 - explain how drama/theatre has traditionally functioned in various societies and civilizations;
 - describe the role of the theatre artist in creative problem solving in the world of work/careers; and
 - identify examples of the way drama/theatre contributes to societies, civilizations, and the lives of students.



- At the completion of grade eight, students will
- analyze and critique a variety of formal and informal theatre and electronic media productions;
 - demonstrate storytelling, improvisational skills, and use of scripted material to create drama/theatre;
 - analyze and critique how the sensory elements (tempo, rhythm, voice, expression) of theatre production are organized to convey meaning in a work of drama/theatre;
 - describe the characteristics of works of art in two or more of the arts that share similar ideas;
 - describe and critique how the support tools (sets, costumes, sound, lights, and props) enhance body, mind, and voice in the dramatization of a story;
 - demonstrate acting skills by developing, communicating, and sustaining characters in improvisations and informal and formal productions;
 - research, evaluate, and synthesize the cultural and historical information to support artistic choices;
 - analyze the way drama/theatre contributes to the lives of students, societies, and civilizations; and
 - experience drama/theatre on a professional level as an audience member.



FOREIGN LANGUAGE

Vision statement

As a result of a laboratory school education, students in foreign language will

- be able to communicate in meaningful and appropriate ways with speakers of other languages;
- be prepared to compete on a global level;
- become citizens who embrace diversity as a result of learning about other cultures; and
- be more proficient in English as a result of learning another language.

Benchmarks

- ▶ At the completion of grade five, students in foreign language will
 - participate in basic conversational exchanges in the target language with their peers;
 - respond to simple instructions in the target language;
 - exhibit an enthusiasm for language learning;
 - recognize cross-cultural similarities and differences; and
 - identify occupations that require proficiency in another language.
- ▶ At the completion of grade eight, students in foreign language will
 - participate in oral exchanges in the target language by asking and answering appropriate questions;
 - identify the content of video and written materials that use the target language to present familiar topics;
 - recognize appropriate grammatical structures in the target language;
 - compare personal experiences to those of peers in the target culture; and
 - identify the influence of the target language in their culture.
- ▶ At the completion of Level II (the equivalent of two years of high school study), students in foreign language will
 - respond to commands, oral directions, and questions in the target language;
 - comprehend oral and written narratives in the target language;
 - express their thoughts and ideas on familiar topics in the target language;
 - employ media to enhance their acquisition of the target language;
 - select appropriate grammatical structures in the target language when dealing with familiar content; and
 - compare and contrast the target culture to their own.
- ▶ At the completion of Level IV (the equivalent of four years of high school study), students in foreign language will
 - read and comprehend a variety of authentic texts in the target language;
 - converse and write about a variety of topics in the target language;
 - demonstrate competence in the structure of the target language;
 - analyze the differences between the target culture and their own;
 - apply technology to increase proficiency in the target language;
 - interact successfully within a variety of cultural contexts; and
 - demonstrate the interest and ability to be a lifetime language learner.



HOME ECONOMICS,
BUSINESS, INDUSTRIAL
TECHNOLOGY

Vision statement

Students in home economics, business, and industrial technology will develop the skills necessary for success in their academic, personal, and professional lives.

Benchmarks

- ▶ At the completion of grade eight, students in home economics and industrial technology will
 - describe careers in the field of technology (industrial technology);
 - demonstrate computer literacy through a variety of experiences (industrial technology);
 - demonstrate accepted research skills using electronic tools (industrial technology);
 - practice ethical conduct and integrity in their decision-making processes;
 - demonstrate problem-solving skills;
 - demonstrate critical consumer skills in money management, nutrition, food preparation, safety, and sanitation (home economics);
 - demonstrate the ability to use a variety of metal and woodworking tools safely and effectively (industrial technology);
 - demonstrate independent work skills such as following directions and completing assignments;
 - demonstrate the ability to work cooperatively in a group setting;
 - organize time and work for optimum efficiency; and
 - prepare and analyze a personal diet (home economics).
- ▶ By the end of grade 11, students in home economics, industrial technology, and business will
 - demonstrate a high level of proficiency in a variety of computer and other technology skills;
 - demonstrate the ability to utilize the resources of the Internet;
 - practice ethical conduct and integrity in the utilization of the Internet resources;
 - demonstrate proficiency in correct keyboarding techniques (business);
 - demonstrate proficiency in the use of document processing, database management, spreadsheet, and desktop publishing software (business);
 - demonstrate knowledge of accounting principles through application and simulation (business);
 - demonstrate production technology skills (industrial technology);
 - demonstrate knowledge of physics and product development principles through application and simulation (industrial technology);
 - use library and electronic research skills effectively and efficiently;
 - practice ethical conduct and integrity in their decision making;
 - demonstrate complex problem-solving skills in a variety of situations;
 - demonstrate technical writing skills;
 - apply advanced skills and knowledge in nutrition, food science, food preparation, safety and sanitation, money and credit management, etc. (home economics);
 - demonstrate skills necessary to locate and apply for a variety of educational and employment opportunities;
 - practice positive team building and group dynamics;
 - analyze and articulate parenting and child development skills (home economics);
 - prepare for employment with on-the-job experiences;
 - evaluate and explore a variety of careers; and
 - formulate wise decisions in a variety of situations.



SUPPORT SERVICES

Vision statement

The fundamental purpose of the laboratory school support services programs is to promote educational progress by accommodating the unique needs, interests, and abilities of all students. Support services programs might include personal, educational, and career counseling; occupational, physical, and speech therapy; auditory rehabilitation; academic support; teacher consultations; and other services as needed. As a result of a laboratory school education, students in support services programs will

- develop problem-solving skills and practice good decision making in their daily lives;
- become confident in handling life situations by developing communication skills and maximizing learning potential;
- utilize their functional skills to attain their personal best;
- develop the competence needed to pursue educational and/or career goals;
- experience successes that enhance the development of a healthy self-esteem;
- make positive contributions in their community and society; and
- recognize their limitations and learn positive strategies to build upon their strengths, learning to live dependently, independently, and interdependently.

Benchmarks

- ▶ At the completion of grade two, students in support services programs will
 - use intelligible, understandable speech or have an alternative system to assist them with communication;

- use basic sentence structures and concrete vocabulary and be able to take balanced turns in conversations;
- recognize and verbalize problem situations;
- demonstrate a willingness to work toward solutions in problem situations;
- with parent/teacher assistance, generate at least one solution in each problem situation;
- identify some careers and the roles they play in the community;
- possess the skills necessary to increase cooperative learning;
- participate in service projects designed and coordinated by the classroom teachers; and
- identify and utilize at least one strategy that will promote classroom independence.

In addition, individual benchmarks will be developed as needed to meet the unique needs, interests, and abilities of individual students.

- ▶ At the completion of grade five, students will
 - increase sophisticated speech patterns or alternative systems;
 - use complex sentence structures and some abstract vocabulary and participate in balanced conversations that require more complex reasoning skills;
 - be aware of at least one problem-solving/decision-making model;
 - identify problems, generate multiple options for solving them, choose an option, and implement the best option with moderate adult intervention;
 - identify and explore careers within each subject area;
 - have the skills needed to make a contribution to their peer group and the Metcalf community;

- participate in Metcalf service projects designed by students with some assistance from their teachers; and
- identify and list three individual strengths, one limitation, and one strategy for personal growth in the area of limitation.

In addition, individual benchmarks will be developed as needed to meet the unique needs, interests, and abilities of individual students.

- ▶ At the completion of grade eight, students will
 - maintain and/or continue to improve their sophisticated speech patterns or alternative systems;
 - expand their complex sentence structure and abstract vocabulary in dynamic conversational exchanges;
 - implement a problem-solving model with minimum adult assistance and consistently use successful interventions;
 - identify the skills needed for success in specific careers;
 - identify their own personal interests, skills, and abilities and identify careers that match those interests and skills;
 - explore at least three careers in depth;
 - possess the skills needed to make contributions to the Metcalf community and the larger community;
 - participate in community service projects designed by students with minimal guidance by Metcalf faculty/staff; and



- identify and utilize adaptations as needed to address their areas of limitation.

In addition, individual benchmarks will be developed as needed to meet the unique needs, interests, and abilities of individual students.

- ▶ At the completion of grade 11, students will
 - maintain their communication skills and use them to explore issues and analyze situations in preparation for communication needed in higher education or in job settings;
 - implement a problem-solving model independently across numerous environments with minimal assistance in difficult situations;
 - identify possible careers and/or postsecondary opportunities and be prepared to carry out the necessary steps for transition;
 - possess the interpersonal and communication skills needed to complete the employment/application process;

- possess the skills needed to make contributions to the community and society;
- independently participate in community or national service projects initiated and/or designed by University High School students; and
- recognize opportunities and their own limitations and pursue

resources necessary to address their individual needs.

In addition, individual benchmarks will be developed as needed to meet the unique needs, interests, and abilities of individual students.