Basic Level

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 1: Constructing Meaning								
1.1	Identifying words and phrases in spoken form								
1.2	Identifying words and phrases in written form								
	Standard 2: Exchanging Information								
2.1	Listening actively	Answering basic questions about what was said.							
2.2	Participating in short conversation								
2.3	Sharing simple information								
2.4	Responding to yes/no questions								
	Standard 3: Speaking & Writing								
3.1	Communicating information about text or experiences	with considerable support from the tutor							
3.2	Communicating feelings	with considerable support from the tutor							
	Standard 4: Constructing Claims								
4.1	Expressing opinions								
4.2	Giving reasons for opinions								
	Standard 5: Conducting Research								
5.1	Doing a short research project	With considerable support from the tutor. Finding the best price on a new phone using printed or online sources the tutor finds.							
5.2	Gathering information	Identifying the regular price vs. sale price from grocery store flyer.							

Basic Level

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
5.3	Labeling sources of information								
5.4	Recalling information from experience								
5.5	Recalling information from a provided source	"Provided source" = something the tutor brings in or from the textbook.							
	Standard 6: Analyzing Arguments								
6.1	Identifying the point a speaker or author is making								
	Standard 7: Adapting Language								
7.1	Using formal language	"Yes." "How do you do?"							
7.2	Using informal language	"Yeah." "What's up?"							
	Standard 8: Vocabulary								
8.1	Understanding vocabulary from context								
	Standard 9: Clear Speech & Text								
9.1	Communicating essential information	Either personal information (i.e. name, address, phone number, emergency contact, language, etc.) or when having a basic conversation							
9.2	Using simples sentences								
	Standard 10: Conventions								
10.1	Recognizing basic vocabulary								
10.2	Using basic vocabulary								
10.3	Responding to simple questions								

Level 1

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 1: Constructing Meaning								
1.1	Identifying the main topics in conversation								
1.2	Identifying the main topics in written text								
1.3	Retelling a few key details								
	Standard 2: Exchanging Information								
2.1	Participating in short conversations								
2.2	Participating in short written exchanges								
2.3	Presenting simple information and ideas								
2.4	Responding to simple questions								
2.5	Responding to wh- questions								
	Standard 3: Speaking & Writing								
3.1	Delivering short oral presentations	With lots of support from the tutor: Talk about skills the student has for a job search. Talk about how to make their favorite food.							
3.2	Composing simple written narratives	With lots of support from the tutor. Write a 2-3 sentences about what they did on the weekend.							
3.3	Composing simple informational texts	i.e. Recipes, job descriptions, types of medication							
	Standard 4: Constructing Claims								
4.1	Constructing a claim about a familiar topic	Explaining a point of view with reasons (i.e. favorite food, ideal job, etc.)							
4.2	Introducing a topic, experience, or event								

Level 1

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
4.3	Giving a reason to support a claim								
4.4	Providing a conclusion								
	Standard 5: Conducting Research								
5.1	Creating a short research project	With a lot of support from the tutor. Job search, finding a new apartment							
5.2	Gathering information	Mostly (or entirely) tutor provided. Gathering information about jobs in the area							
5.3	Recording information in simple notes								
5.4	Summarizing information								
	Standard 6: Analyzing Arguments								
6.1	Identifying the main argument by a speaker or author								
6.2	Identifying a reason a speaker or author makes to support the argument								
	Standard 7: Adapting Language								
7.1	Choosing between formal and informal language	i.e. *father* vs *dad*, *want to* vs *wanna*, *going to* vs *gonna* , etc							
7.2	Learning frequently used academic language	i.e. *define, identify, create, conclude, select*							
7.3	Learning frequently used content-specific language	i.e. *noun, verb, add, subtract, constitution, government*							
	Standard 8: Vocabulary								
8.1	Using context to understand new vocabulary								

Level 1

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
8.2	Using previously learned vocabulary to understand new vocabulary	i.e. learning the word *happiness* because they understand *happy*							
	Standard 9: Clear Speech & Text								
9.1	Recounting a short sequence of events in order								
9.2	Creating an introduction for an informational topic								
9.3	Providing one or two facts about a topic								
9.4	Using common linking words	i.e. *and, but, or*							
	Standard 10: Conventions								
10.1	Using common vocabulary								
10.2	Creating simple and compound sentences	The most common compound sentence combines two simples sentences with a coordinating conjunction, and this is an example of that.							

Level 2

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 1: Constructing Meaning								
1.1	Determining the central idea (written or spoke)								
1.2	Retelling key details								
1.3	Answering questions about key details								
1.4	Explaining how the theme is developed by the details								
1.5	Summarizing part of the text								
	Standard 2: Exchanging Information								
2.1	Participating in conversations and discussions								
2.2	Participating in written exchanges								
2.3	Building on the ideas of others								
2.4	Expressing his or her own ideas								
2.5	Asking and answering relevant questions								
2.6	Adding relevant information and evidence								
2.7	Restating some of the key ideas								
2.8	Following the rules of a discussion								
2.9	Asking questions to gain information or to clarify understanding								
	Standard 3: Speaking & Writing								

Level 2

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
3.1	Delivering short oral presentations	With some support from the tutor. Talk about skills the student has for a job search. Talk about how to make their favorite food.							
3.2	Composing written informational text	With some support from the tutor. i.e. Recipes, job descriptions, types of medication							
3.3	Developing the topic with a few details	With some support from the tutor							
	Standard 4: Constructing Claims								
4.1	Constructing a claim on a familiar topic	Explaining a point of view with reasons (i.e. favorite food, ideal job, etc.)							
4.2	Introducing that topic								
4.3	Providing sufficient reason or facts to support claims								
4.4	Providing a concluding statement								
	Standard 5:Conducting Research								
5.1	Carrying out short research projects to answer a question	With support from the tutor. i.e. What skills are needed for your dream job?							
5.2	Gathering information from multiple provided sources	"Provided sources" = tutor supplied. Some sources could be "student found."							
5.3	Paraphrasing key information								
5.4	Including illustrations, diagrams, or other graphics as appropriate								
5.5	Providing a list of sources								
	Standard 6: Analyzing Arguments								

Level 2

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
6.1	Explaining the reasons a speaker or author gives to support a claim								
6.2	Identifying one or two reasons an author speaker gives to support the main idea								
	Standard 7: Adapting Language								
7.1	Adapting language to suit the purpose, task, and audience in both academic and social situations								
7.2	Using an increasing amount of general and academic vocabulary	Academic language is the type of vocabulary you'd find in the directions of a homework assignment. Content-specific language is terms or jargon mostly used in a specific field or work environment (i.e. kitchen-specific terms used by chefs).							
7.3	Showing developing control of style and tone (written and spoken)								
	Standard 8: Vocabulary								
8.1	Using context to understand new vocabulary								
8.2	Using previously learned vocabulary to understand new vocabulary								
	Standard 9: Clear Speech & Text								
9.1	Recounting a sequence of events, with a beginning, middle, and end								

Level 2

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
9.2	Introducing and developing an informational topic with facts and details								
9.3	Using common transitional words and phrases	i.e. "and…too," "and…either," "but"							
9.4	Providing a conclusion								
	Standard 10: Conventions								
10.1	Using simple phrases								
10.2	Using simple clauses								
10.3	Producing simple and compound sentences								
10.4	Beginning to produce complex sentences	I.e. using subordinate conjunctions (if, when, because, etc.)							
10.5	Adjective order								
10.6	Adverbs of frequency	i.e. *rarely, often, sometimes*							
10.7	Future tense	with "will" and "going to"							
10.8	Comparatives and Superlatives								
10.9	Direct and Indirect objects								

Level 3

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 1: Constructing Meaning								
1.1	Determining the central idea in conversation or in text								
1.2	Analyzing the development of the themes or ideas								
1.3	Citing specific details and evidence to support analysis								
1.4	Summarizing text								
	Standard 2: Exchanging Information								
2.1	Participating in conversations or discussions on a wide range of topics								
2.2	Participating in written exchanges on a wide range of topics								
2.3	Building on the ideas of others								
2.4	Expressing his/her own ideas								
2.5	Clearly supporing points with specific and relative evidence								
2.6	Asking and answerng questions to clarify ideas and conclusions								
2.7	Summarizing the key points expressed								
	Standard 3: Speaking & Writing								
3.1	Delivering oral presentations	Talk about daily activities.							
3.2	Composing written informational text	i.e. Easy newspaper articles, job descriptions, work memos, etc.							

Level 3

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
3.3	Developing the topic with relevant details, concepts, examples, and information								
3.4	Integrating graphics or multimedia when useful								
	Standard 4: Constructing Claims								
4.1	Constructing a claim about a variety of topics	What is the best kind of cell phone? What is your favorite food? Why?							
4.2	Introducing the topic								
4.3	Providing logically ordered reasons or facts that effectively support the claim								
4.4	Providing a conclusion								
	Standard 5: Conducting Research								
5.1	Carrying out short (or longer term) research projects to answer a question	Buying a new phone/car/house? Getting a new job							
5.2	Gathering information from multiple print or digital sources	found together by student and tutor							
5.3	Evaluating the reliability of each source								
5.4	Using search terms effectively								
5.5	Synthesizing information from multiple sources	Using multiple sources as evidence, not relying on just one "right" source							
5.6	Integrating information into an organized oral or written report								
5.7	Including illustrations, diagrams, or other graphics as appropriate								
5.8	Citing sources appropriately								

Level 3

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 6: Analyzing Arguments								
6.1	Analyzing the reasoning in persuasive spoken or written text								
6.2	Determining whether the evidence is sufficient to support the claim								
6.3	Citing textual evidence to support the analysis								
	Standard 7: Adapting Language								
7.1	Adapting language choices and styles to purpose, task, and audience								
7.2	Using a wider range of general academic and content-specific words and phrases	Academic language is the type you'd find in the directions of a homework assignment. Content-specific language is terms or jargon mostly used in a specific field or work environment (i.e. kitchen-specific terms used by chefs).							
7.3	Adopting & maintaining appropriate formal & informal style and tone in spoken and written text								
	Standard 8: Vocabulary								
8.1	Determining meaning of words and phrases from context or knowledge of word morphology	Morphology is how the word is formed through roots, prefixes, suffixes, etc. i.e. happy, happiness, happily.							
8.2	Determining meaning of a growing number of idiomatic expressions from context	i.e. "to be broke", "a fish out of water"							

Level 3

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 9: Clear Speech & Text								
9.1	Recounting a longer, more detailed sequence of events or steps								
9.2	Introducing and developing informational topics with facts, details, and evidence								
9.3	Using a variety of transitions in speech and text	Introductory, transitional, and concluding words (i.e. first, next, then, finally, etc.)							
9.4	Providing a concluding section or statement								
	Standard 10: Conventions								
10.1	Using increasingly complex phrases								
10.2	Using increasingly complex clauses								
10.3	Producing and expanding simple, compound, and complex sentences	Simple = one subject & one verb. Compound = two simple sentences joined with coordination conjuctions (and, but, or, etc). Complex = one simple sentence and one subordinate clause (if, when, because, ect).							

Level 4

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 1: Constructing Meaning								
1.1	Determining the central idea in speech or text								
1.2	Analyzing the development of the themes or ideas								
1.3	Citing specific details and evidence to support analysis								
1.4	Summarizing text								
	Standard 2: Exchanging Information								
2.1	Participating in conversations or discussions on a wide range of topics								
2.2	Participating in written exchanges on a wide range of topics								
2.3	Building on the ideas of others								
2.4	Expressing his/her own ideas								
2.5	Refering to specific and relevant evidence from text and research to support ideas								
2.6	Asking and answerng questions to clarify ideas and conclusions								
2.7	Summarizing the key points expressed								
	Standard 3: Speaking & Writing								

Level 4

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
3.1	Delivering oral presentations	Talk about daily activities. Talk about what happens at work every day.							
3.2	Composing written informational text	Narratives about family vacations, personal stories for "Joy or Writing"							
3.3	Developing the topic with relevant details, concepts, examples, and information								
3.4	Integrating graphics or multimedia when useful								
	Standard 4: Constructing Claims								
4.1	Constructing a claim about a variety of topics								
4.2	Introducing the claim	reasons and arguments to support doing something (i.e. "Why should you buy an android vs a iPhone?")							
4.3	Distinguishing it from the counter-claim	reasons and arguments to support doing something (i.e. "Why an iPhone may be better than an android")							
4.4	Providing logically ordered reasons or facts that effectively support the claim and refute counter-claim								
4.5	Providing a conclusion								
	Standard 5: Conducting Research								

Level 4

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
5.1	Carrying out short (or longer term) research projects to answer a question or solve a problem	i.e buying a car or a house, looking for a new job							
5.2	Gathering information from multiple print or digital sources	mostly found by student with tutor support							
5.3	Evaluating the reliability of each source								
5.4	Using search terms effectively								
5.5	Synthesizing information from multiple sources	Using multiple sources as evidence, not relying on just one "right" source							
5.6	Integrating information into an organized oral or written report								
5.7	Including illustrations, diagrams, or other graphics as appropriate								
5.8	Citing sources appropriately								
	Standard 6: Analyzing Arguments								
6.1	Analyzing the reasoning in persuasive spoken or written text								
6.2	Determining whether the evidence is sufficient to support the claim								
6.3	Citing textual evidence to support the analysis								

Level 4

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
	Standard 7: Adapting Language								
7.1	Adapting language choices and styles to purpose, task, and audience	i.e. at work vs. in class vs. with friends							
7.2	Using a wider range of general academic and content-specific words and phrases	Academic language is the type of vocabulary you'd find in the directions of a homework assignment. Content-specific language is terms or jargon mostly used in a specific field or work environment (i.e. kitchen-specific terms used by chefs).							
7.3	Employing & maintaining appropriate formal & informal style and tone in spoken and written text								
	Standard 8: Vocabulary								
8.1	Determining meaning of words and phrases from context or knowledge of word morphology	Morphology is how the word is formed through roots, prefixes, suffixes, etc. i.e. happy, happiness, happily.							
8.2	Determining meaning of idiomatic expressions from context	i.e. "ballpark figure", "sit tight", "getting the ball rolling"							
	Standard 9: Clear Speech & Text								
9.1	Recounting a longer, more detailed sequence of events or steps								

Level 4

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
9.2	Introducing and developing informational topics with facts, details, and evidence								
9.3	Using a variety of transitions in speech and text								
9.4	Providing a concluding section or statement								
	Standard 10: Conventions								
10.1	Using complex phrases and clauses								
10.2	Producing and expanding simple, compound, and complex sentences	Simple = one subject & one verb. Compound = two simple sentences joined with coordination conjuctions (and, but, or, etc). Complex = one simple sentence and one subordinate clause (if, when, because, ect).							

Reading Foundation

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
1	Demonstrating understanding of spoken words, syllables, and sounds								
2	Recognizing and produce rhyming words								
3	Distinguishing long from short vowels sounds in spoken single-syllable words								
4	Counting, pronouncing, blending, and segmenting syllables in spoken words								
5	Blending and segmenting onsets and rimes of single-syllable words	onsets are initial sounds, rimes are the sounds that follow, i.e. in "cat", /c/ is the onset and /at/ is the rime.							
6	Orally producing single-syllable words by blending sounds, including consonant blends								
7	Segment spoke single-syllable words into their complete sequence of individual sounds								
8	Isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words								
9	Adding or substituting individual sounds in simple, one-syllable words to make new words	i.e. *cat, bat, hat, mat* or *cat, cut, cot*							
10	Demonstrating basic knowledge of one-to-one letter-sound correspondences								

Reading Foundation

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
11	Associating the long and short sounds with common spellings for the five major vowels								
12	Know the spelling-sound correspondences for common consonants								
13	Decode regularly spelled one-syllable words								
14	Distinguish between similarly spelled words by identifying the sounds o the letters that differ								
15	Knowing final -e and common vowel team conventions for representing long vowel sounds								
16	Using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word								
17	Decoding two-syllable words following basic patterns by breaking the words into syllables								
18	Reading words with inflectional endings								
19	Reading common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does)								
20	Recognizing and read level-appropriate irregularly spelled words								

Reading Foundation

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
21	Know and apply level-appropriate phonics and word analysis								
22	Distinguishing long and short vowels when reading regularly spelled one-syllable words								
23	Knowing spelling-sound correspondences for additional common vowel teams								
24	Identifying and knowing the meaning of the most common prefixes and derivational suffixes								
25	Identifying words with inconsistent but common spelling-sound correspondences								
26	Decoding words with common Latin suffixes								
27	Decoding multisyllable words								
28	Using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context								
29	Reading with sufficient accuracy and fluency to support comprehension								
30	Reading level-appropriate texts with purpose and understanding								

Reading Foundation

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
31	Reading level-appropriate texts with accuracy, appropriate rate, and expression on successive readings								

Basic Literacy

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
1	Closely reading text to understand what it explicitly says								
2	Making logical inferences from the text								
3	Quoting specific examples from the text to explain the text								
4	Using evidence from the text to support conclusions								
5	Writing arguments to support claims								
6	Using valid reasoning to support claims								
7	Using relevant and sufficient evidence to support claims								
8	Demonstrating conventions of standard English grammar and usage								
9	Using proper verb tenses in past, present, and future								
10	Writing simple, compound, and complex sentences								
11	Determining central ideas and themes in written text								
12	Analysing central ideas and themes in written text								
13	Summarizing key supporting details and ideas								
14	Writing informative or explanatory text								

Basic Literacy

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
15	content for written informative text								
16	Demonstrating command of standard English capitalization								
17	Demonstrating command of standard English punctuation								
18	Demonstrating command of standard English spelling								
19	Understanding how characters, events, and ideas develop over time in text								
20	Writing narratives that develop real or imaginary experiences in sequence								
21	Using details for elaboration in narratives								
22	Recognizing the difference between spoken and written text								
23	Choosing words and phrases to convey ideas precisely								
24	Varying sentence patterns for meaning, reader interest, and style								
25	Understanding words from context								
26	Understanding figurative meaning from context								
27	Analyzing how specific word choices shape meaning and tone								

Basic Literacy

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
28	Producing writing in which the development and organization are appropriate to the take, purpose, and audience								
29	Determining meaning of words and phrases through context								
30	Determining meaning of words and phrases by analyzing word parts								
31	Determining meaning of words and phrases by consulting reference materials								
32	Knowing and using text features to locate key facts or information in text	(headings, tables of content, glossaries, icons, etc.)							
33	Describing the overall structure of events, ideas, concepts, or information in a text	i.e. chronology, comparison, cause/effect, problem/solution							
34	Developing and strengthening writing as needed by planning, revising, edition, rewriting, or trying a new approach								
35	Demonstrating understanding of figurative language, word relationship, and neuances in word meanings								
36	Identifying the main purpose of a text, including what the author wants to answer, explain, or describe.								

Basic Literacy

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
37	Comparing their own point of view with the author's point of view								
38	Describing how the author's point of view influences how the story is told								
39	Using technology to produce and publish writing								
40	Using technology to interact and collaborate with others								
41	Using words and phrases to signal relationships	i.e. *because, although, similarly,* etc.							
42	Using words and phrases to signal timelines	i.e. *after, first, then,* etc.							
43	Using words and phrases specific to a topic	i.e. *endangered species* in an essay about conservation							
44	Using a variety of media to gain information	i.e. charts, maps, graphs							
45	Creating a variety of media to express ideas	i.e. charts, maps, graphs							
46	Conducting a short research project on a focused question	i.e. *who has the best prices on a new cell phone*							
47	Using a variety of sources to gain information for a short research project	i.e. tutor or student provided, internet or print based							
48	Identifying the reasons an author gives to support points in a text								

Basic Literacy

My student can…

	Standard	Example	not do this.	do this with a lot of help.	do this with minimal help.	do this independently.	Dates Practiced		
49	Describing how reasons support specific points the author makes in a text								
50	Recalling or gathering information from provided sources to answer a question	This will likely require a lot of support and guidance from the tutor. Materials can be provided by tutor.							
51	Taking brief notes from sources and sorting evidence into provided categories								
52	Summarizing and analyzing evidence or information from notes								
53	Identifying similarities and differences between two texts on the same topic								
54	Comparing and contrasting important points and key details presented in two texts on the same topic								

NEDP

1	Read inforational texts (e.g. documents, manuals, websites, news articles, and texts in academic areas)
2	Read and analyze a set of ideas and sequence of events in literary texts
3	Write to present, explain, and examin information and ideas
4	Listen to oral communication (e.g., conversations, announcements, presentations, speeches, and lectures)
5	Speak to convery information and express thoughts and ideas in conversations, discussions, meetings, and interviews
6	Analyze how language functions in different kinds of media messages
7	Distinguish facts from opinons, and facts from point of view in media messages and presentations (e.g., news, political and consumer advertisements)
8	Analyze a selected film including elements of film analysis (e.g. themes, setting, plot, character development, cinematography)
9	Identify and practice responsible and informed research using credible reference sources, including proper citation of textual information
10	Numbers Sense and Operations
11	Algebra
12	Geometry and Measures
13	Statistics, Sata Analysis, and Probability
14	Demonstrate computer skills including keyboarding, software applications, and the Internet
15	Demonstrate the use of technology to conduct research, organize data, communicate information, create original work, and solve problems
16	Indentify and practice responsible and informed use of information and commication technology
17	Develop a plan for personal and home safety including disaster preparedness
18	Research and interpret information about health threats
19	Research and summarize information on techniques for ensuring good health
20	Analyze multiple factos to consider when accessing and using health care resources
21	Interpret information about nutrition, healthy diets, food safety, and personal fitness
22	Collect and integrate information about communit agencies from internet sources
23	Compare and use community agencies and services
24	Explore opportunities for lifelong learning (e.g., scholarship programs, online learning)
25	Demonstrate the ability to locate and interact with educational institutions
26	Reference text and develop a logical argument for individual rights under the Constitution and for the American political system, citing supporting evidence
27	Identify and exercise political and civic participation in a democracy
28	Research diverse media and provide evidence of how local, national and global geography impacts economic factors
29	Describe and compare social, political and economic systems in countries outside of the United States
30	Integrate various media reports and interpret information on the impact of a global economy

NEDP

31	Describe contributions from diverse cultures to life in the United States
32	Explain how major U.S. historical events have an impact on the lives of its citizens
33	Evaluate multiple sources of information, including the Internet, to make decisions regarding price, quality, and product information
34	Describe procedures for resolving consumer issues
35	Interpret information on the use of credit, including interest rates, payment terms, and credit reports
36	Compare and contrast characteristics of savings and checking accounts and calculate simple and compound interest rates
37	Apply mathematical formulas and calculate expenses for household budgeting purposes
38	Use the scientific method to collect, investigate, hypothesize, and analyze information (e.g., why do plants grow towards light?)
39	Make comparisons, differentiating among, sorting, and classifying items and information (e.g., rainforests and relationship to ecosystem)
40	Provide evidence that humans impact the environment
41	Interpret information related to natural science issues
42	Identify and analyze scientific issues underlying national and local discussion, citing supporting evidence
43	Demonstrate and illustrate the differences and interconnections among branches of science
44	Use Internet-based career inventories to establish a career pathway (e.g., O*NET, College and Career Competency Inventory CCCI, including steps needed to achieve career goal)
45	Evaluate sources of information on employment opportunities and summarize the requirements for possible jobs
46	Compare and contrast the skills and education required for specific occupations
47	Use appropriate writing conventions to interpret and complete job applications, resumes, and letters of application
48	Present clear and convincing information in a job interview
49	Interpret wage and benefits statements to select appropriate benefits for given case situations and justify choices
50	Analyze and critique media articles on the changing job market due to technological advances
51	Employment/Workforce Training Competency allows the client to document work experience and employment training, including active participation in community volunteer activities or self-employed business success
52	Specialized Skill Competency permits the client to demonstrate distinct competencies that provide a source of independent income
53	Transition to Postsecondary Competency encourages the client to demonstrate readiness for postsecondary education and training and complete transition work to increase the likelihood of success