

Valley New School
Standards

Credit Overview
Communication Arts Checklist
Standards



Credit Overview

Required Credits:

- Students at VNS will need a minimum of 50 credits to earn a diploma.
- Seniors at VNS will complete a 'Senior Project' worth a minimum of 3 credits that they will present to the VNS community.
- Minimum credits to be earned each year are the following:
 - 7th grade – 5 credits
 - 8th grade – 7 credits
 - 9th grade – 9 credits
 - 10th-12th – 10 credits
- Students at VNS will earn at least 3 credits in Mathematics.
- Students at VNS will complete at least 1 Service Learning project per year.
- Students at VNS will complete at least 1 Family project per year.
- Students at VNS will earn at least 1 Reading Credit per year.

Earning Credit at VNS

Individual Project Credit: The majority of the credit earned at VNS should be from individual projects. These projects should be based on students' individual interests and should continually progress towards demonstrating mastery of the project process.

Math Credit: The math credit received depends on three main criteria – a) daily completion rate of math; b) daily scores of practices and tests (exercises do not count as daily work); and c) number of objectives completed in the course. Each year, students should receive 1.5 credits in math.

Service Learning Project Credit: Success in these individual community service projects relies on finding a worthwhile organization, completing the service learning standards, and maintaining a good log.

Family Project Credit: These projects resemble standard VNS projects. The only difference is that Family projects include one or more family members in the project process. In addition to your individual log, it is required that your family member(s) write their own journal or project summary during Family projects.

Reading Credit: Reading projects can have a variety of formats (individual or group). Reading proposals should be formally submitted to your advisors within the first month of school.

Group Project Credit: Group projects can be either adult-led or student-led. Detailed logging and a thorough end-of-project analysis are critical to successful group projects.

Lifelong Learning (LLL) Credit: Students may earn up to 1 credit per year by writing up 10 individual Life Long Learning experiences.

Transition Credit: New students can complete the Transition Packet for 0.25 credit.

Communication Arts Checklist

Traits of Effective Writing

<i>Write 2000</i> pg. #	Communication Arts Skill	Date/Project Completed
21, 70, 129-34	Writing with Style	
21, 71	Organization	
22, 72	Engaging Voice	
22, 82	Word Choice	
23, 81	Fluency/Smooth Reading Sentences	
23, 83	Conventions/Accuracy	
138	Writing Techniques (Choose one)	

Paragraph Structure

<i>Write 2000</i> pg. #	Communication Arts Skill	Date/Project Completed
99	Topic Sentence	
105	Supporting Details	
106	Transitions	

Sentence Structure

<i>Write 2000</i> pg. #	Communication Arts Skill	Date/Project Completed
86	Eliminating Fragments/Splices	
87	Eliminating Run on/Rambling Sentences	
88	Subject/Verb Agreement	

Punctuation/ Capitalization

<i>Write 2000</i> pg. #	Communication Arts Skill	Date/Project Completed
387	Period	
389	Comma	
393	Semicolon/Colon	
395	Question Mark/Exclamation Point	
399	Quotation Marks	

401	Italics/Underlining	
402	Apostrophes	
404	Capitalization	

Understanding and Usage of Language

<i>Write 2000 pg. #</i>	Communication Arts Skill	Date/Project Completed
439	Nouns	
441	Pronouns	
446	Verbs	
451	Adjectives	
453	Interjections	
454	Adverbs	
455	Prepositions	
456	Conjunctions	

Reading for Information

<i>Write 2000 pg. #</i>	Communication Arts Skill	Date/Project Completed
*	Asking Questions to Direct Research	
*	Using Text Structure to Gather Information	
*	Scanning for Main Ideas and Supporting Details	
*	Summarizing and Paraphrasing	
*	Making Connections to Prior Knowledge	
*	Determining Author's Perspective	
*	Using Graphic Organizers	
*	Applying Information and Making Inferences	

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Communication Arts Standards

Reading/Literature

<i>Students will use effective reading/study skills and strategies in order to achieve their purposes. They will:</i>	7	8	9	10	11	12
• Use text for learning and enjoyment						
• Use word recognition skills (Context Clues, Structure, Substitution)						
• Use various comprehension strategies (Outlines, Graphic Organizers)						
• Use historical and cultural context to understand text						
• Use text structure to understand text						
<i>Students will demonstrate comprehension, analysis, and evaluation of a variety of text. They will:</i>	7	8	9	10	11	12
• Respond to, interpret, and evaluate fiction by drawing conclusions and identifying and explaining the relationship between elements of literature (characters, plot, setting, tone, point of view, theme)						
• Interpret various genre (historical fiction, science fiction, poetry, essay, drama, biography/autobiography, short story)						
• Explain the relationship between author's style and literary effect						
<i>Students will explore reading/literature for enjoyment</i>	7	8	9	10	11	12
• 1 credit = 100 hours of reading/ Earn up to 2 credits						
<i>Students will demonstrate the ability to read and understand technical information from various documents or electronic media by applying information from technical reading, listening or viewing selections in at least two of the following applications:</i>	7	8	9	10	11	12
• Build or assemble from a plan						
• Operate, maintain or repair from a technical manual						
• Analyze a situation based on technical information						
• Create a design based on technical reading						

<i>From the selected applications above, students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Identify and select relevant information for completing the application 						
<ul style="list-style-type: none"> Interpret specialized vocabulary 						
<ul style="list-style-type: none"> Interpret information found in charts, graphs, tables, and other visual and graphic representations of data 						
<ul style="list-style-type: none"> Apply step-by-step procedures 						

Speaking/Listening

<i>Students will demonstrate the ability to construct and deliver speeches for a variety of purposes, situations, and audiences, by constructing and delivering formal, informal, and dramatic oral presentations. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Determine message intent 						
<ul style="list-style-type: none"> Select appropriate conventions of communication 						
<ul style="list-style-type: none"> Construct supporting arguments 						
<ul style="list-style-type: none"> Use visuals, technology, and other media 						
<ul style="list-style-type: none"> Use effective delivery techniques 						
<ul style="list-style-type: none"> Adjust presentation based on verbal and non-verbal feedback 						
<i>Students will demonstrate an understanding of interpersonal communication strategies. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Use conventions and communication skills in varied interpersonal situations 						
<ul style="list-style-type: none"> Demonstrate effective speaking skills, listening skills, appropriate feedback, problem-solving techniques, group skills, and strategies in a variety of interpersonal situations including group discussions 						

Writing

<i>Students will write to communicate in various forms. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Write technical pieces such as a report, proposal, informational correspondence that describes a complex process, procedure, or device for a particular audience 						
<ul style="list-style-type: none"> Write expressive pieces such as a personal narrative, autobiographical account 						
<ul style="list-style-type: none"> Write creative pieces such as poetry, prose, fiction, plays using appropriate elements 						
<i>Students will use the writing process to plan, revise, edit, and publish clear and effective writing. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Produce multiple drafts of their work 						
<ul style="list-style-type: none"> Use critical reading and responses of others to guide the process revision 						
<ul style="list-style-type: none"> Use appropriate technology and tools throughout the writing process 						
<i>Students will develop elements of style (idea, conventions, organization, voice, word choice, and fluency). They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Demonstrate strong 'idea' in a writing piece 						
<ul style="list-style-type: none"> Demonstrate strong 'voice' in a writing piece 						
<ul style="list-style-type: none"> Demonstrate strong 'word choice' in a writing piece 						
<ul style="list-style-type: none"> Demonstrate organization in a writing piece 						
<ul style="list-style-type: none"> Demonstrate fluency in a writing piece 						
<ul style="list-style-type: none"> Demonstrate appropriate conventions in a writing piece 						
<ul style="list-style-type: none"> Demonstrate proficient use of all elements of style in a writing piece 						
<i>Students will demonstrate appropriate writing conventions. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Demonstrate the ability to manage conventions, grammar, and usage to aid communication 						
<ul style="list-style-type: none"> Edit final copies for correct use of language, spelling, punctuation, and capitalization 						
<ul style="list-style-type: none"> Expand and apply new vocabulary by recognizing and exercising options such as reading, thesaurus, dictionary, computer, organized vocabulary study 						

Math Standards

Applications and Relationships

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Demonstrate an understanding of the number system and will use it effectively for various purposes such as counting, measuring, estimating, and problem solving 						

Geometry

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Analyze properties of and relationships between figures and parts of figures 						
<ul style="list-style-type: none"> Use the 2- and 3-dimensional rectangular coordinate systems and algebraic procedures to describe and characterize geometric properties and relationships 						
<ul style="list-style-type: none"> Use geometric concepts, relationships, and procedures to interpret, represent, and solve problems 						

Measurement

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Use tools with appropriate degree of precision to determine measurements directly within specified degrees of accuracy and error 						
<ul style="list-style-type: none"> Determine measurements indirectly (by using estimation, proportional reasoning, formulas, and algebraic, geometric, and trigonometric techniques) 						
<ul style="list-style-type: none"> Use measurement in problem-solving situations 						

Algebraic Relationships

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Use mathematical functions (linear, exponential, quadratic, power) in a variety of ways 						
<ul style="list-style-type: none"> Solve linear and quadratic equations, linear inequalities, and systems of linear equations and inequalities 						

- Model and solve a variety of mathematical and real-world problems by using algebraic expressions, equations, and inequalities

Statistics and Probability

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> • Work with statistical data in the context of real-world situations by formulating hypotheses, collecting data, conducting investigations, and using appropriate technology 						
<ul style="list-style-type: none"> • Organize and display data from statistical investigations using frequency distributions, matrices, and/or percentiles 						
<ul style="list-style-type: none"> • Determine the likelihood of occurrence of complex events by identifying possible outcomes, conducting experiments, designing and conducting simulations, or applying theoretical probability 						

Social Studies Standards

Basic Skills

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Use maps, atlases, databases, grid systems, charts, and graphs to gather information about the local community, Wisconsin, the United States, and the world 						
<ul style="list-style-type: none"> Use political, physical, and topographic maps, aerial photographs, and satellite images to gather and compare information about a place 						
<ul style="list-style-type: none"> Construct maps of the world showing major physical and human features 						
<ul style="list-style-type: none"> Use a timeline to select, organize, and sequence information describing eras in history 						
<ul style="list-style-type: none"> Interpret the past using a variety of sources (biographies, diaries, journals, folk tales, artifacts, interviews) to understand the lives of ordinary and extraordinary people 						
<ul style="list-style-type: none"> Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position 						

Geography

<i>Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Describe trends in the movement of people, ideas, diseases, and products throughout the world 						
<ul style="list-style-type: none"> Analyze the causes and consequences of current global issues 						
<ul style="list-style-type: none"> Analyze how cultural differences are reflected in any population's social system, architecture, lifestyle, and religious practices 						
<ul style="list-style-type: none"> Describe how the physical features or natural resources of a region in the world influence the culture, economics, and way of life in that region 						
<ul style="list-style-type: none"> Identify the physical, cultural, and societal characteristics of various communities, states, or countries of the world 						

Political Science & Citizenship

<i>Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Understand the foundations of American rights and citizenship by examining the Constitution, Bill of Rights, and landmark Supreme Court decisions 						
<ul style="list-style-type: none"> Investigate the hierarchy and powers of local, state, and federal government in the U.S. 						
<ul style="list-style-type: none"> Investigate ways people interact with actual government processes 						
<ul style="list-style-type: none"> Explain the U.S.'s relationship to other nations and international organizations 						

Economics

<i>Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Investigate strategies for effective money management 						
<ul style="list-style-type: none"> Explain the operations of common financial instruments (stocks, bonds, investments, etc...) 						
<ul style="list-style-type: none"> Explain the roles of various financial institutions (corporations, credit companies, banks, insurance companies, etc.) 						
<ul style="list-style-type: none"> Analyze the production, distribution, consumption, and exchange of goods and services in the U.S. and the world 						

Behavioral Sciences & Diverse Perspectives

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Explore concepts in Sociology – the study of interactions among individuals, groups, and institutions 						
<ul style="list-style-type: none"> Explore concepts in Psychology – the study of factors that influence individual identity and learning 						
<ul style="list-style-type: none"> Explore concepts in Anthropology – the study of cultures in various times and settings 						
<ul style="list-style-type: none"> Examine issues and topics around which disagreement or ambiguity exists 						

- Analyze how race, culture, gender, disability, age, sex, socio-economic class may influence beliefs, actions, and world view

General History

Students will learn about the history of their state, the United States, and the world in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and future. They will:

- Investigate state history
- Analyze values and policies embodied in documents such as the Declaration of Independence, the U.S. Constitution, and the Bill of Rights
- Analyze the history, culture, and current status of Native American tribes
- Select and analyze significant changes caused by technology, industrialization, urbanization, and population growth throughout the U.S. and the world
- Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity
- Explain the origins, central ideas, and global influence of various forms of government

United States Historical Eras & Themes

- The prehistory and early history of the Americas to 1607
- Colonial history and settlement, 1607-1763
- The American Revolution and the early national period, 1763-1815
- Expansion 1815-1860
- The Civil War and Reconstruction, 1861-1877
- The growth of industrialization/urbanization, 1865-1914
- World War I and America's emergence as a world power, 1890-1920
- Prosperity, depression, and the New Deal, 1920-1941
- World War II, the Cold War, the Korean War, and the Vietnamese conflict, 1941-1975
- The search for prosperity and equal rights in Cold War and post-Cold War America, 1945-present

<i>World Historical Eras & Themes</i>	7	8	9	10	11	12
• Prehistory to 2000 BC						
• Classical civilizations, including China, India, Egypt, Greece, and Rome, 1000 BC to 500 AD						
• Multiple religions (Judaism, Christianity, Islam, Buddhism, Hinduism) and civilizations to 1100 AD						
• Expansion and centralization of power, including the decline of feudalism, 1000-1500 AD						
• The early modern world, 1450-1800 AD						
• Global unrest, change, and revolution, 1750-1850 AD						
• Global encounters, industrialization, urbanization, and imperialism, 1850-1914 AD						
• Wars, revolutions, and ideologies, 1900-1945 AD						
• Post-industrialism, global interdependence, and fragmentation in the contemporary world, 1945-present						

Science Standards

Basic Science Skills and Inquiry

<i>Students will:</i>	7	8	9	10	11	12
• Demonstrate safe and proper use of available scientific tools and equipment						
• Analyze how scientific knowledge and theories have changed throughout history						
• Investigate people who have contributed scientific ideas throughout history						
• Distinguish good science from bad science; i.e., credibility vs. bias						
• Use and understand scientific models and evidence						
• Use or develop scientific classification systems, keys, or collections						
• Design and conduct scientific investigations that include <ul style="list-style-type: none"> - Create a question and hypothesis - Design and conduct an investigation - Observe and record relevant data - Analyze data using tools and mathematical methods - Construct reasonable explanations from the data - Communicate findings to others 						

Physical Science

<i>Students in Wisconsin will demonstrate an understanding of the physical and chemical properties of matter, the forms and properties of energy, and the ways in which matter and energy interact. They will:</i>	7	8	9	10	11	12
• Observe, describe, and measure properties of matter						
• Describe atomic theory and the structure of matter						
• Identify and describe types of chemical interactions						
• Explain energy conservation/transfer during chemical, physical, or nuclear interactions						
• Describe motion of objects and the forces acting on them						
• Investigate various forms of energy (light, heat, sound, electricity, magnetism)						

- Apply chemical and physical concepts to the real world

Earth and Space Science

Students will demonstrate an understanding of the structure and systems of earth and other bodies in the universe and of their interactions. They will:

7	8	9	10	11	12
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- Describe materials that compose the earth and the changes they undergo
- Identify structures and forces that cause changes in the land, water, or air
- Investigate issues involving the use and consumption of the earth's resources
- Investigate weather and changes in the earth's atmosphere
- Identify celestial objects and describe their patterns over time
- Describe the structure of the solar system, galaxies, and the universe
- Investigate origin and evolution of the earth and universe

Life and Environmental Science

Students will demonstrate an understanding of the characteristics and structures of living things, the processes of life, and how living things interact with one another and their environment. They will:

7	8	9	10	11	12
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- Explain cell theory, structure, and function
- Identify components of organisms (cells, organs, tissues, systems)
- Investigate diversity, classification, and populations of organisms
- Explain growth and reproduction in living things
- Apply principles of genetics and heredity
- Use concepts in evolution and adaptation to describe living things
- Understand natural cycles and energy flow in ecosystems
- Identify various ecosystems and explain the interdependence of living things
- Describe the environmental effects of humans and other organisms

Inquiry and Research Standards

Research Process

<i>Students will use primary research techniques of surveys, structured and unstructured interviews, observations, questionnaires, and access secondary sources in multiple ways. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Refine a topic into clear statements of research problems with sub-problems 						
<ul style="list-style-type: none"> Evaluate a research problem for feasibility 						
<ul style="list-style-type: none"> Create a plan for collecting and interpreting data 						
<ul style="list-style-type: none"> Document and organize background information based on survey of related literature from a variety of sources including identifying key issues and relevant background 						
<ul style="list-style-type: none"> Collect and interpret primary data 						
<ul style="list-style-type: none"> Discuss research findings, interpret, analyze, and share information, and formulate possibilities for further research 						

Technology

<i>Students will use media and technology for a variety of purposes. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Acquire information through media and technology such as from databases, spreadsheets, internet, and other platforms 						
<ul style="list-style-type: none"> Analyze and organize information using media and technology such as from internet sources, broadcast news programs, media production techniques, and advertising campaigns 						
<ul style="list-style-type: none"> Utilize technological tools, machines, and systems first-hand to complete projects 						
<ul style="list-style-type: none"> Design, format, and edit a variety of media and technology to share information, such as from word-processing, slide shows, videos, newspapers, sound recordings, literary publications, brochures, and various computer software programs 						

Technical Applications

<i>Students will demonstrate knowledge of computational technologies. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> • Create a set of plans to design or modify a complex structure, product, or system by researching background information, calculating mathematical specifications, and developing a materials list 						
<ul style="list-style-type: none"> • Construct a complex structure, product, or system 						
<ul style="list-style-type: none"> • Analyze existing complex structure, product, or system for purposes of maintenance, repair, troubleshooting, or optimizing function 						

Additional Technical Application Requirements

<i>Students will complete at least one application of technology in the following areas:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> • Communication Arts 						
<ul style="list-style-type: none"> • Mathematics 						
<ul style="list-style-type: none"> • Inquiry and Research 						
<ul style="list-style-type: none"> • Science 						

Decision Making/Wellness and Health Standards

Individual and Community Health

<i>Students will understand health practices that promote nutrition, physical fitness, reduction of substance abuse, injury, sexually transmitted disease and unwanted pregnancy. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Investigate a community institution that supports one of the practices above; research history/background, devise a plan to implement one or more of the institution's proposed practices into their life 						
<ul style="list-style-type: none"> Investigate how media, technological advances, interpersonal communication, and/or risk factors influence community health/disease prevention decisions 						
<ul style="list-style-type: none"> Research, create, and carry out a personal nutrition plan for a specific period of time 						
<ul style="list-style-type: none"> Investigate a personal problematic health situation or an area of improvement by defining the problem or area, researching/reflecting how the situation evolved, gathering data, and instituting a plan for improvement 						

Physical Education and Fitness

<i>Students will understand the training necessary to improve fitness in their lives. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Design and implement a health-enhancing fitness plan that: establishes current levels of cardiovascular fitness, muscular endurance, and flexibility; sets goals to improve total fitness; contains measurement strategies; identifies frequency, intensity, time, and types of activities required to meet goals; analyzes impact of goals on cardiovascular system and affected muscle groups; evaluates effectiveness and feasibility of maintaining the plan over an extended period of time 						
<ul style="list-style-type: none"> Demonstrate knowledge of skills and actively participate in three other physical fitness activities, including one aerobic activity 						

Decision Making: Post High School Plans

<i>Students will investigate a variety of options of post high school plans. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Identify several goals, interests, and abilities; research at least three institutions that support achieving those goals; document the background, advantages and disadvantages of each institution; devise a method for systematically comparing the institutions; draw conclusions and communicate results to appropriate audiences 						

<ul style="list-style-type: none"> Identify several goals, interests, and abilities; establish an explicit career action plan; investigate a career through research, internship, mentorship, or community service placement; and evaluate career choices in relationship to life goals and personal attributes 						
<ul style="list-style-type: none"> Investigate a real-work situation in which they analyze the current and projected employment outlook in a selected career cluster; research skills, technical information, work relationships required for a specific job, and work related laws; create documents for job seeking and placement; integrate skills and knowledge to achieve goals in an employment situation; and evaluate job performance according to standards of the workplace 						

Resource Management Standards

Personal/Family Resource Management

Students will apply principles of personal and family resource management and informed decision making. They will:	7	8	9	10	11	12
<ul style="list-style-type: none"> Analyze how to manage household resources considering broader economic and environmental systems 						
<ul style="list-style-type: none"> Demonstrate an understanding of sound buying principles involving such issues as renting or buying a home, creating plans for major purchases, preparing income tax statements, and analyzing and selecting investment options 						
<ul style="list-style-type: none"> Evaluate personal banking services and cash/credit options, and plan and carry out a family/ personal budget 						
<ul style="list-style-type: none"> Investigate a problematic situation of ongoing concern to the family by gathering data, analyzing different points of view, researching how the situation evolved, and identifying factors or conditions that can be improved 						
<ul style="list-style-type: none"> Plan/carry out a family event including budget and itinerary 						

Business Management (choose at least one)

<ul style="list-style-type: none"> New Product Development: Students will research the need and market for a product; design a new/improved product which meets that need; create, test and evaluate the product; assess the impact of the production, use, and eventual disposal of the product on the environment, society, and health 						
<ul style="list-style-type: none"> Business Plan: Students will develop and implement a plan to start a business or an organization to demonstrate an understanding of: relevant scientific, economic, marketing, and sales principles; how the business or organization functions within a larger context; the potential impact of the business on community; and human resource management. Tasks will include: market research; conducting a feasibility study; producing a cost and benefit analysis; communicating information regarding decisions; integrating economic, marketing, sales, and technical aspects with sound environmental practices; and analyzing the plan's effectiveness 						
<ul style="list-style-type: none"> Market Research: Students will investigate a product through market research by conducting and defining a marketing problem; conducting marketing research using direct mail survey, telemarketing survey, personal interview, discussion group, panels, sampling, observations, and/or market analysis; tabulating and reporting findings; and analyzing the viability of all aspects of product 						

Technological Systems Management

<i>Students will apply knowledge, skills, and tools of technological systems. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Investigate and analyze scientific principles and elements (inputs, processes, outputs, feedback) of a specific technological system in relation to a large system 						
<ul style="list-style-type: none"> Use basic skills and tools to operate a specific system 						
<ul style="list-style-type: none"> Create, modify, analyze, or troubleshoot a technological system 						
<ul style="list-style-type: none"> Transfer knowledge of a specific system to create or modify a plan for a large system 						
<ul style="list-style-type: none"> Examine the impact on the environment and long-term sustainability of the system 						

Economic Systems Management

<i>Students will demonstrate understanding of the interactive nature of global and local economic systems, how government decisions impact those systems, and how individuals, households, businesses and governments use limited resources to satisfy needs and wants. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Analyze a public issue in terms of production, distribution, and consumption 						
<ul style="list-style-type: none"> Analyze how change in the economy affects individuals, households, businesses, government, and the environment 						
<ul style="list-style-type: none"> Explain how scarcity of resources impacts decisions concerning the production and distribution of goods and services 						
<ul style="list-style-type: none"> Compare the rules and procedures of different economic systems by examining the effect on supply, demand, capital, prices, role of institutions, and natural resources 						

Natural and Managed Systems Management

<i>Students will develop and communicate a resource management plan involving natural and managed systems. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Demonstrate understanding of the interaction and interdependence of natural and managed systems, including natural ecosystems and human-managed systems 						
<ul style="list-style-type: none"> Gather data using environmental impact criteria 						
<ul style="list-style-type: none"> Analyze economic, cultural, and environmental costs and benefits 						
<ul style="list-style-type: none"> Devise or modify a plan to stabilize and/or improve the systems' balance 						
<ul style="list-style-type: none"> Communicate results to appropriate audiences 						

Service Learning Standards

Service Learning Hours

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Choose an individual, group, or organization to assist 						
<ul style="list-style-type: none"> Research and explain the background (5w's), mission, activities of the individual, group, or organization (2 hours) 						
<ul style="list-style-type: none"> Devise an action plan for assisting the institution. Plan will include timeline, estimated number of hours of service, nature of activities, impact statement (1 hour) 						
<ul style="list-style-type: none"> Spend a significant amount of project time logging actual service hours (70-80 hours) 						
<ul style="list-style-type: none"> Reflect daily on outcomes of and reactions to project, including one, longer summarizing reflection (15 hours) 						

Service Learning Project

<i>Students will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> Choose an individual, group, or organization to assist 						
<ul style="list-style-type: none"> Extensively research and explain the background (5w's), mission, activities of the individual, group, or organization. Research should also include the problematic situation from which the need for the service addresses, how their service meets community needs, interviews with various voices within the community they will service, and a plan for assessing how well their service contributes to the institution they serve and the community as a whole (10-20 hours) 						
<ul style="list-style-type: none"> Devise an action plan for assisting the institution. Plan will include timeline, estimated number of hours of service, nature of activities, impact statement (1 hour) 						
<ul style="list-style-type: none"> Spend a significant amount of project time logging actual service hours (50 hours) 						
<ul style="list-style-type: none"> Reflect daily on outcomes of and reactions to project, including one, longer summarizing reflection (15 hours) 						
<ul style="list-style-type: none"> Present the entire project in multi-media format to appropriate audiences (10-20 hours) 						

Family Project Standards

Students at Valley New School will dedicate one project per year to subjects and activities that significantly involve one or more members of their family. They will:	7	8	9	10	11	12
<ul style="list-style-type: none"> Propose, design, and carry out a project using the VNS project format involving family members 						
<ul style="list-style-type: none"> Include in their final presentation a Family Project Reflection Component that contains primary or interviewed reflections from all involved parties throughout the project 						

World Languages Standards (optional)

<i>Students will demonstrate understanding of the features and applications of a foreign, domestic, technical, or symbolic language other than their native language and communicate in a variety of applications. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none"> • Show evidence of comprehension of complex information communicated in a language other than their native language 						
<ul style="list-style-type: none"> • Use a language other than their native language to communicate complex information to others 						
<ul style="list-style-type: none"> • Analyze information and communication situations based on criteria used by those highly skilled in a language other than their native language 						

Arts Standards

Creation and Performance

<i>Students will create, perform, and/or produce original works of art (a single complex work or multiple smaller works). Through the work of art and their process, they will:</i>	7	8	9	10	11	12
• Demonstrate knowledge of and apply the elements and principles of the art form						
• Demonstrate skill and technique in chosen method of creation/performance						
• Demonstrate quality craftsmanship						
• Improvise creative ideas/solutions						
• Arrange and/or change an existing work of art						
• Express and communicate ideas						
• Demonstrate understanding of the art form's language						
• Apply understanding of various media, materials, sources, and technology of the art form						

Literacy and Interpretation

<i>Students will analyze and interpret art forms and works of art. They will:</i>	7	8	9	10	11	12
• Demonstrate understanding of the historical and cultural context of a work of art						
• Analyze issues (social, political, environmental, etc.) and/or ideas expressed in a work of art						
• Demonstrate knowledge of and apply vocabulary of the art form						
• Analyze a work of art in relation to another in the same art form						
• Analyze a work of art in relation to another in a different art form						
• Analyze a work of art in relation to an artist's intent, emotions, and experiences						
• Critique/evaluate a work of art and/or an artist's body of work						
• Analyze methods of presentation of works of art						

Aesthetics

<i>Students will analyze and reflect upon the nature and meaning of an art form. They will:</i>	7	8	9	10	11	12
<ul style="list-style-type: none">Examine why art is created						
<ul style="list-style-type: none">Analyze the purposes and functions of an art form						
<ul style="list-style-type: none">Analyze and compare concepts of beauty in various cultures and time periods						
<ul style="list-style-type: none">Analyze how artists are portrayed						
<ul style="list-style-type: none">Examine the role of an art form in social, historical, cultural, and political contexts						