

INDIANA ACADEMIC STANDARDS

MET IN THE FOUNDATIONS FOR SUCCESS PROGRAM

ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS

SPEAKING AND LISTENING

- 5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 5.SL.2.3 Establish and follow agreed-upon rules for discussion.
- 5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
- 6.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 6.SL.2.3 Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
- 6.SL.2.4 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.SL.2.5 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- 7.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 7.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- 7.SL.2.4 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.2.5 Acknowledge new information expressed by others, and consider it in relation to one's own views.
- 8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.3 Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

PROMOTING A HEALTHY LIFESTYLE

- 5.2.4 Recognize how peers can influence healthy and unhealthy behaviors.
- 5.4.1 Formulate effective (assertive) verbal and nonverbal communication strategies (Example: Silent One-liners in Communication Station)
- 5.4.2 Demonstrate the ability to actively listen to enhance health.
- 5.4.3 Explain healthy ways to communicate kindness and respect for others.
- 5.4.6 Model how to ask for assistance to enhance personal health.
- 5.4.7 Analyze strategies to prevent and manage conflict.
- 5.5.5 Assume responsibility for personal health decisions (Example: Choosing the salad or fruit

- and yogurt bar at mealtimes, and cutting down on food waste as a school).
- 5.6.2 Develop a personal health goal and plan to achieve it (Example: Setting personal goal on the rock wall).
 - 5.7.1 Explain character traits and behaviors of a healthy and safe person.
 - 5.7.2 Identify specific ways to avoid or reduce health and safety risks (Example: Assessing the weather conditions in Survival Simulation).
 - 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health adolescence.
 - 8.1.3 Analyze how the environment impacts personal health (Example: finding enable plants and building shelter in Survival Simulation)
 - 8.2.4 Describe how peers can influence healthy and unhealthy behaviors.
 - 8.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
 - 8.4.2 Demonstrate active listening and response skills to enhance health.
 - 8.4.3 Demonstrate healthy ways to express needs, wants, and feelings (Example: Debriefing during Teams Course)
 - 8.4.4 Practice ways to communicate care, consideration, and respect for self and others.
 - 8.5.3 Personalize health risk of decisions to self and others (Example: During Teams Course being choosing when it is time to be a leader and when to follow).
 - 8.5.5 Describe how personal health decisions may affect subsequent decisions (Example: Using Problem Solving during Teams Course).
 - 8.5.6 Assume responsibility for personal health decisions.
 - 8.6.3 Examine possible barriers to achieve the personal health goal (Example: Using self-confidence on the Climbing Wall).
 - 8.7.2 Describe the results of the personal assessment to identify personal health and safety strengths and needs.

LEADERSHIP SKILLS

INDIVIDUAL SKILLS

- LD-1.1 Analyze and apply decisions-making skills through classroom, personal, community, and business and industry (work related) experiences.
- LD-1.3 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- LD-1.4 Apply problem-solving, and critical and creative thinking skills to analyze and predict outcomes of related decisions.
- LD-1.5 Practice self-advocacy skills to achieve planned individual goals.

TEAMWORK SKILLS

- LD-2.1 Communicate, participate, and advocate effectively in pairs, small groups, teams and large groups in order to reach common goals.
- LD-2.2 Demonstrate techniques for conflict resolution and challenge management.
- LD-2.3 Analyze the complex responsibilities of leader and follower roles and demonstrate the ability to both lead and follow.
- LD-2.6 Use knowledge, build interest, guide and influence decisions; organize efforts: and involve members of a group to assure that a pre-planned group activity is completed.
- LD-2.7 Train others to follow established rules and expectations, rationale, and understand consequences.
- LD-2.8 Incorporate and utilize the principles of group dynamics in a variety of settings.