Communications PhEALR’s

Think like a Great Writer, Reader and Communicator

Great Communicators use reading, writing, speaking, and listening to expand and express their ideas, to do their jobs, and to inspire a response from others.

**C.01**- I read lots of different texts from different sources, like the library, the internet, and my house. I read to learn how to do things, to learn about myself, cultures, academic subjects, and current events. I read to do better at school, at work, and in my life. *I like to read.* I read fiction and nonfiction. I’m familiar with and understand the context of literary classics, founding documents of our country, and significant primary sources of important moments in history. (RL4, RL7, RI8, RI9)

**C.02**- I use strategies to help me understand, evaluate, and enjoy literature. These strategies include, connecting what I’m reading with my own experiences and knowledge, connecting my reading with other things I’ve read, communicating with other readers and writers, and understanding the meanings of words. I know how to “sound it out,” use context clues, and use graphics to understand new words. (RL3, RL7, RI4, RI5, L4)

**C.03**- I adjust my communication effectively with a variety of audiences and for different purposes. I make adjustments in my communication to interact with different cultures. I communicate well in both formal and informal settings. I use technology to communicate to my desired audience. (W6, S&L5, S&L6)

**C.04**- I use the writing process fluently, and I adjust the process to meet my own particular needs with different writing tasks. I use the reading process to improve my understanding and appreciation of text. (W5)

**C.05**- I communicate conventionally and I use correct grammar, punctuation, and spelling. I can evaluate other people’s use of conventions. I know when deviations from conventions can and should be used. (W4, L1, L2, L3)

**C.06**- I communicate for different purposes, including sharing information, persuading people to agree with my opinion, coming to an understanding of other people’s ideas and opinions, describing things, and entertainment. (W1, W2, W3, S&L1)

**C.07**- I gather information from a variety of sources, including print, internet, and live sources. I weave information from these sources together with my own ideas to create an original piece and communicate my learning. I give credit to my sources and I don’t plagiarize. I evaluate the reliability, purpose, and bias of my sources and base my conclusions on reliable sources. (RI2, RI3, RI6, RI7, W7, W8, S&L2)

**C.08**- I understand many literary elements, such as style, themes, parallel structure, tone, irony, symbolism etc., and I use my knowledge to create and evaluate literature. (RL2, RL5, RL6, S&L3, L5)

**C.09**- I read, write, speak, and listen fluently, frequently, effectively and with clarity. (W4, S&L1, L6)

**C.10**- I use and cite specific evidence from my sources to support my conclusions. (RL1, RI1, W9, S&L4)

Digital Communications PhEALR’s

Think like A Technology Professional

Technology Professionals integrate many different kinds of technology to take their expression and thinking to the next level. They deploy projects across multiple technology platforms in a timely, accurate manner while utilizing proper testing and industry best practices. They work closely with creative teams to manage scope creep and ensure proper digital functionality of designs, as well as ensure ability of design to work in relevant technology platform. Technology professionals act as a daily point of contact with clients and vendors – providing efficient, effective service in a positive, common professional manner. They develop HTML coding including testing and reviewing all outgoing online products for planned functionality. They analyzing the performance of campaigns and strategies and making recommendations to improve effectiveness. Technology can range from computers to radios; synthesizers to cell phone towers.

**DC.01**- I can use technology to create art, construct knowledge, analyze information, and synthesize new ideas. (1.1, 2.4; NETS 1)

**DC.02**- I can use various technological tools, systems, and applications to communicate and collaborate with others in order to learn. (1.2, 2.4; NETS 2)

**DC.03**- I can use technology to gather, evaluate, and apply information to my learning. I can evaluate the validity of digital information and apply digital information to my learning without plagiarizing from my sources. (1.3; NETS 3, 4)

**DC.04**- I am aware of societal issues related to technology and I use technology in a safe, legal, respectful, and just manner. (2.1, NETS 5)

**DC.05**- I can use various technological tools, systems, and applications to learn and express myself. (2.2, NETS 6)

Empirical Reasoning PhEALR’s

Think like a an Astronomer, Biologist, Chemist, Engineer, Geologist, Physicist

Scientists try to answer basic questions about the world, how it is put together, and how it changes. They seek to find patterns and or rules and try to explain how they work. For example, scientists learn how energy is produced, how it travels from place to place, and how it can be controlled, how matter and energy are related to each other and how they affect each other over time and through space. Scientists try to identify scientific laws and procedures that can be observed and then study those to try and explain how it happens. They then use these laws and a procedures to make predictions based on common behaviors and/or observations.

Scientists investigate the world and the universe using strategies that help them understand why natural phenomena occur. They have strategies that help them determine if their ideas are correct or not. Scientists communicate with others about new findings and understandings. They use scientific knowledge and data to design solutions to human problems. They follow specific steps to make sure that their solution is practical and does what it is designed to do.

**ER.01**- I know all of the steps of the scientific method/process and I can use it to investigate my essential questions. (ETS1-1-4)

**ER.02**- I can use the engineering process to design solutions to real problems. (PS2-6, PS3-3, ETS1-1-4)

**ER.03**- I can identify and analyze components and relationships in diverse ecosystems and evaluate how they are affected by change and their relationship with humans. (LS2-1-8, LS4-6)

**ER.04**- I can use scientific language to identify parts, functions, and relationships of various biological systems. (LS1-5)

**ER.05**- I can use scientific language to describe cells, cell division, and cellular interactions. (LS1-1-4)

**ER.06**- I can explain how heredity, genetics, and environmental pressure affect organisms over both short and long periods of time (evolution). (LS3-1-3, LS4-1-6, ESS2-7)

**ER.07**- I can identify atomic structure of elements and explain chemical bonds and properties using numbers, words, the periodic table, and diagrams. (PS1-1-8, LS1-5-7)

**ER.08**- I can use math to describe and analyze science. (LS2-2&4, LS3-3, LS4-3, ESS1-4, ESS2-6)

**ER.09**- I am familiar with major discoveries, events, and people in scientific history and understand their impact. (ESS3-1-6)

**ER.10**- I can demonstrate a scientific understanding of objects, events, and systems in space. (ESS1-1-6)

**ER.11**- I can demonstrate a scientific understanding of geologic, climactic, and atmospheric events and how humans have impacted these events. (LS2-5, ESS1-5-6, ESS2-1-7)

**ER.12**- I can use physics to show a relationship between motions, forces, waves, radiation, and energy transfer and how they are a fundamental process associated with all scientific processes. (PS3-1-5, PS4-1-4, PS2-1-5, ESS2-4)

**ER.13**- I can understand how humans play a role in the earth’s fragile ecosystem, including developing, managing, and using natural resources, biodiversity, climate change, and natural systems. (ESS3-1-6, ESS2-7)

Life After High School PhEALR’s

Think like a responsible, adult member of a democratic society

Responsible adults take care of themselves. They make plans that will help them get the things they want in life. They make sure they have the qualifications to get jobs that they are good at, that they enjoy, and that allow them to live a life style with which they are happy. They look after their own health, welfare, and finances, and maintain positive relationships. They realize that their participation in this society is a part of what makes it work, and they keep themselves informed about current issues so that they can participate in a meaningful way.

**Life.01**- I have researched career options that I am interested in pursuing, and I understand how the career relates to my current skills and aptitudes, the employment outlook, and the lifestyle afforded by my career options.

**Life.02**- I have researched, evaluated, and chosen the educational institution, training program or entry level position that I will pursue to start my desired career.

**Life.03**- I have made preparations for my career by completing necessary educational and testing prerequisites and starting required entrance procedures.

**Life.04**- I have analyzed my role as a citizen in my community, and I have made positive impacts on my community through my work at Phoenix. I am prepared to continue to be an active participant in my community.

**Life.05**- I am informed about current issues that affect me, my family, my community, and the world. I know how to evaluate information about current issues. I know how I can participate in current events.

**Life.06**- I have skills to live independently. I can communicate in a professional manner, manage money, read contracts, find housing, transportation, keep myself healthy and be a responsible consumer.

**Life.07**- I know how to manage my emotional and physical health. I understand how the choices I make regarding my emotional and physical health may impact my life and the lives of others.

Quantitative Reasoning PhEALR’s

Think Like a Mathematician

Mathematicians recognize patterns in the things they study. They consider the attributes and qualities of these patterns independently of the situation. This is called abstraction. While studying these qualities they develop new principles and make connections between existing principles in math. They also use theories and techniques to formulate and solve practical problems in business, government, engineering, and the physical, life, and social sciences.

Mathematicians use the skills of abstraction, and deductive and inductive reasoning. They use mathematical theory (i.e. number theory, set theory), computational techniques, algorithms (i.e. steps to complete a long division problem, steps to add fractions), and the latest computer technology to solve economic, scientific, engineering, physics, and business problems. Calculators, rulers, protractors, thermometers, and stopwatches are a few of the many examples of concrete tools mathematicians use.

**QR.01** - I solve **mathematical problems**. I have developed fluency in operations with real and complex numbers, algebraic models and geometric models that allows for the judgment of the reasonableness of computation and results. (A1.1A-E, A1.2.A-A1.2.F, A1.3.A-C, A1.4.A-E, A1.5.A-D, A1.6A-E, G.6.A-F, A2.1.A-F, A2.2.A-D, A2.3A-C, A2.4.A-C, A2.7.A-B, A2.8.A-H) (N-RN 1-3, N-CN 1-9, A-SSE 1-4, A-APR 1-7, G-CO 1-8, G-SRT 1-3)

**QR.02 –** I make **mathematical predictions** based on data and patterns and prove them. (A1.6A-E) (S-IC 1-6)

**QR.03 –** I **formulate questions** that can be answered through mathematical reasoning. I select and use appropriate statistical, geometric or algebraic methods to collect and analyze data. (G.1.A-F, G.7.A-H, A2.5.A-D, A2.8.A-H) (A-CED 1-4, S-MD 1-7)

**QR.04 –** I represent, model, and **communicate mathematical ideas verbally and in writing** using algebraic symbols, functions, diagrams, graphs, symbols, and mathematical vocabulary. (A1.1.A, A1.4.A-A1.4.E, A1.5.A-D, A2.4.A-C, A2.5.A-D) (F-IF 1-3, F-BF 1-3, F-LE 1-5, N-QI 1-3, S-ID 1-6)

**QR.05 –** I understand and apply basic concepts of **probability,** including conditional, independent, and compound events. (A2.6.A-A2.6.G) (S-CP 1-9)

**QR.06 –** I use a **Cartesian coordinate system** to ask and answer questions and to analyze and model algebraic and geometric situations. (G.4.A-D, G.5.A-D) (A-REI 1-122, F-BF 4-5, G-GPE 1-7, S-ID 7-9)

**QR.07 –** I understand and apply appropriate techniques, tools, and formulas to determine **measurement and placement** of two and three dimensional geometric (length, area, surface area, volume) and algebraic (precision, accuracy, approximate error) situations. (G.3.A-K, G.6.A-F) (G-CO 12-13, G-GMD 1-4, G-MG 1-3, G-C 1-3)

**QR.08 –** I develop and evaluate **mathematical arguments and proofs** using various types of mathematical reasoning and methods. (G.1.A-F, G.2.A-D, G.3.A-K) (G-CO 9-11, G-SRT 4-5)

**QR.09 –** I understand how to use the unit circle and trigonometric functions and identities to model, evaluate and verify properties of angles, triangles and circles. (F-TF 1-9, G-SRT 6-11, G-C 4-5)

Social Reasoning PhEALR’s

Think like a Historian, Geographer, Archeologist and Political Scientist

Social scientists study events, people, and systems that affect the way we live our lives. They try to understand how our present situations are effected by governments, money, where we live, and what has happened in the past. They study records of events and prepare written accounts based on their research. Social scientists attempt to explain the causes and effects of events and offer interpretations of them. They form questions to direct and focus research, act as a guide to selection of evidence, and help test the evidence for its meaning. They use primary sources and secondary sources to learn basic information and the state of current knowledge. They are skillful at deciphering and interpreting documents and objects. Social scientists read documents in their original languages, and routinely master skills from other disciplines, ranging from art history archaeology to statistics and economics. They often extract statistical information from original records and translate it into a form that computers can read and analyze. They study the location and distribution of living things and the earth features among which they live. They study where people, animals, and plants live and their relationships with rivers, deserts, and other earth features.

SR.01- I understand the founding documents of the United States and how they are used to make decisions on local, state and federal levels. I understand political systems and the function and creation of laws in society. (**1.1, 1.2)**

SR.02- I understand the importance of foreign policy and international relationships on people of the United States in the past as well as in current events. I know that governments must preserve individual rights and I can evaluate the effectiveness of campaigns promoting the establishment of those rights. (**1.3, 1.4)**

SR.03- I understand how to make, budget, and exchange money. I know how to be a responsible consumer. I understand how economic systems function in terms of production, distribution, and consumption of goods and services as well as supply and demand. I can analyze the advantages and disadvantages of different economic systems for countries and groups of people. (**2.1, 2.2)**

SR.04- I understand how financial institutions, industry, trade, and the government affect money on a personal, local, national, and international scale. I am aware of current events that are affecting the economy as well as historical economic events. **(2.3, 2.4)**

SR.05- I understand the physical and cultural characteristics, location of places, regions, and spatial patterns on the Earth’s surface that have occurred naturally or through human activities. I can evaluate human interaction with the environment in the past and present such as migration, cultural interaction, and the use of natural resources. I understand geography in the context of global issues. **(3.1, 3.2, 3.3)**

SR.06- I understand the order of major events in political, economic, technological, religious, philosophical, and natural history. I can evaluate how individuals and movements have shaped major events in history and how certain causal factors can define an era. **(4.1, 4.2)**

SR.07- I can evaluate multiple perspectives and interpretations of historical events. I can use history to understand the present and predict the consequences of current events. **(4.3, 4.4)**

SR.08- I can use critical reasoning skills to analyze and evaluate positions on an issue or event. I can create research questions to focus on an idea, issue, or event and determine the need for new or additional questions. I understand the importance of reliable sources and know how to evaluate them. (**5.1, 5.2)**

SR.09- I can communicate responsibly and knowledgeably about my ideas, and opinions regarding civics, geography, history and current events. I know how to create a deliverable that supports my thesis in a meaningful way. **5.3, 5.4**

The Arts PhEALR’s

Think like an Artist

Artists work in a variety of forms, including visual art, music, theater, and dance. While some artists create pieces designed for museums or performance halls, others create the art that surrounds us every day in electronics, media, clothing, architecture, and advertising. Artists understand and experiment with their audience’s reaction to their work, using techniques, mediums, and styles that help them express themselves and achieve the desired effect.

**ART.01**– I engage in, analyze, assess, derive meaning from, and reflect on works of visual art, music, theater, or dance using precise vocabulary from the various forms to express my ideas. (1.1) (CC Reflecting/Responding)

**Art.02 –** I can create visual art, music, theater, or dance, applying skills and techniques used by respected artists in the form to communicate meaning and inspire a reaction in my audience. (1.2, 3.1-3.3) (CC Creating)

**Art.03 –** I can analyze the role and development of visual art, music, theater, or dance in past and present cultures throughout the world and understand and apply art styles from various artists, cultures, and times. (1.3, 4.2, 4.4) (CC Connecting)

**Art.05 –** I can use the competencies and creative skills I’ve developed in visual art, music, theater, or dance to further my understanding of other content areas and learn about careers in relation to the visual arts. (4.1, 4.3, 4.5) (CC Connecting)

**Art.06 –** I can perform or show a visual art, music, theater, or dance piece with an audience, using an artistic process that includes gathering information, creating, drafting, gaining feedback, and revising. (2.1-2.3) (CC Performing)

Wellness PhEALR’s

Think like a Counselor, Scholar, Spiritual Leader and Personal Trainer

Counselors recognize and help us identify the positive and negative thoughts and behaviors that are affecting our health and happiness. Scholars always seek to learn more and, in doing so, keep their minds active and alert. Spiritual leaders encourage us to analyze and strengthen our moral foundations and connections to something larger than ourselves. Personal trainers zero in on the health of our physical bodies and remind us of the importance of good nutrition and proper exercise.

Developing a healthy mind can include brain teasing puzzles, time with family or friends, employing stress management techniques, journaling and/or spending time getting to know yourself well.

Developing a healthy body can be done through keeping a food log and learning about caloric content of foods, creating and following a fitness routine and/or learning about and participating in flexibility increasing stretches.

A healthy spirit can be achieved in many ways. Some tools used to this end include meditation, reading spiritual guides, or speaking with spiritual advisors.

**Wellness.01** – I analyzed health and safety information, as well as my life goals, to develop a **wellness plan** that addresses the mind, body and spirit. (4.1-4.2)

**Wellness.02 –** I explored and participated in a **variety of activities** aimed at improving and maintaining a healthy mind, body and spirit. (1.1-1.2)

**Wellness.03 –** I know myself well and, through my **self-awareness** and emotional intelligence, have developed integrity, self-respect and moral courage. (3.3-3.4)

**Wellness.04** – I analyzed and evaluated the **impact of real-world influences** on the health of the mind, body and spirit including environment, culture, media, technology, nutrition, physical activity, emotions and personal choices. (1.3-1.4, 3.1-3.4)

**Wellness.05 –** I understand how to **control and prevent disease** and have acquired the skills to live safely and reduce health risks. (2.2, 2.3)

**Wellness.06** – I have a working knowledge of **human development**. I have explored issues of conception, childhood, adolescence, adulthood and end-of-life including the physical and emotional changes that accompany each phase. (2.1, 2.3)

**Wellness.07** – I celebrate, and **truly enjoy, my life and work**. (2.3)