



## South Kingstown High School STUDENT LEARNING EXPECTATIONS (SLEs)

|                             |  |                        |                  |                  |                  |                   |                     |                             |                          |
|-----------------------------|--|------------------------|------------------|------------------|------------------|-------------------|---------------------|-----------------------------|--------------------------|
| <b>A1</b>                   | <b>All students will demonstrate critical thinking by</b>  |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• <b>acquiring &amp; analyzing information</b> <ul style="list-style-type: none"> <li>○ two lab reports from different science courses (substitute one with NECAP score of 3 or 4)</li> <li>○ one inquiry based project from any course</li> </ul> </li> <li>• <b>employing effective research skills</b> <ul style="list-style-type: none"> <li>○ one research paper using MLA format</li> </ul> </li> <li>• <b>using logic in problem solving</b> <ul style="list-style-type: none"> <li>○ two math projects from different math courses (substitute one with NECAP score of 3 or 4)</li> </ul> </li> </ul>   |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>A2</b>                   | <b>All students will demonstrate effective communication skills by</b>   |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• <b>reading &amp; writing critically for a variety of purposes</b> <ul style="list-style-type: none"> <li>○ maintaining an annotated list of top 10 favorite books from various genres. The list will include the date of reading, author, title and brief reflective summary. Students discuss one of these books at their exit interview.</li> <li>○ choose 4 of the following (substitute one with NECAP score of 3 or 4) <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">response to literature</td> <td>persuasive essay</td> </tr> <tr> <td>expository essay</td> <td>reflective essay</td> </tr> <tr> <td>narrative account</td> <td>narrative procedure</td> </tr> <tr> <td>critique of public document</td> <td>create a public document</td> </tr> </table> </li> </ul> </li> <li>• <b>speaking &amp; listening accurately in a variety of settings</b> <ul style="list-style-type: none"> <li>○ individual oral presentation</li> <li>○ choose one of the following <ul style="list-style-type: none"> <li>▪ communicating in foreign language</li> <li>▪ analysis of a public speaking performance</li> </ul> </li> <li>○ portfolio exit interview</li> </ul> </li> </ul> | response to literature | persuasive essay | expository essay | reflective essay | narrative account | narrative procedure | critique of public document | create a public document |
| response to literature      | persuasive essay   |                        |                  |                  |                  |                   |                     |                             |                          |
| expository essay            | reflective essay   |                        |                  |                  |                  |                   |                     |                             |                          |
| narrative account           | narrative procedure  |                        |                  |                  |                  |                   |                     |                             |                          |
| critique of public document | create a public document   |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>A3</b>                   | <b>All students will utilize technology effectively in research, communication and/or design.</b>  |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• 4 different software applications from coursework demonstrating skills referenced in A3 (see separate sheet)*</li> </ul>  |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>A4</b>                   | <b>All students will demonstrate skills and accomplishments in the fine arts.</b> (see separate sheet)*  |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>C5</b>                   | <b>All students will demonstrate an understanding of human rights and diversity.</b>   |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• Choose one of the following <ul style="list-style-type: none"> <li>○ a piece of work from a course that demonstrates understanding of C5</li> <li>○ a pre-approved, self-generated project that demonstrates understanding of C5 (see separate sheet)*</li> </ul> </li> </ul>   |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>C6</b>                   | <b>All students will demonstrate understanding of political, environmental, social, and economic issues that affect the present and future health of our community and world.</b>  |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• Choose one of the following <ul style="list-style-type: none"> <li>○ a piece of work from a course that demonstrates understanding of C6</li> <li>○ a community service project that addresses C6</li> <li>○ a pre-approved, self-generated project that demonstrates understanding of C6 (see separate sheet)*</li> </ul> </li> </ul>  |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>S7</b>                   | <b>All students will demonstrate understanding of the connection between choices made and the physical, social, and emotional well-being of an individual and/or group.</b>  |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• Choose one of the following <ul style="list-style-type: none"> <li>○ a piece of work from a course that demonstrates understanding of S7</li> <li>○ a pre-approved, self-generated project that demonstrates understanding of S7 (see separate sheet)*</li> </ul> </li> </ul>   |                        |                  |                  |                  |                   |                     |                             |                          |
| <b>S8</b>                   | <b>All students will identify goals, set priorities, and manage their own progress.</b>  |                        |                  |                  |                  |                   |                     |                             |                          |
|                             | <ul style="list-style-type: none"> <li>• completion of the portfolio</li> <li>• completion of an Individual Learning Plan (ILP) (see separate sheet)*</li> <li>• 2 recommendations from adults that document responsible participation in the community</li> </ul>   |                        |                  |                  |                  |                   |                     |                             |                          |