School-Connect 4.0 Alignment with Colorado Academic Standards

Based on Colorado's Academic Standards, School-Connect 4.0 aligns with most of the evidence outcomes for Reading, Writing and Communicating – Standard 1. Oral Expression and Listening, and Comprehensive Health – Standard 3. Social and Emotional Wellness standards.

School-Connect also aligns with most of **Colorado's Essential Skills** in Personal Skills, Self-Awareness, Civic/Interpersonal Skills, Collaboration/Teamwork, Creativity/Innovation, Personal Responsibility, Critical Thinking/Problem Solving, Professional Skills, Self-Advocacy, Communication Skills, and Initiative/Self-Direction.

School-Connect skill-building is scaffolded within each lesson and within each module. Each module series starts with class climate building and reinforcing why skill-building in that area can be beneficial for success in school and in life. With that, students are more motivated to learn and incorporate new skills. For example, preparing for presentations is not just one lesson (Lesson 2.8: Preparing for Presentations) but the series of lessons before that to improve interpersonal communication skills (e.g., making a first impression, using eye contact, asking open-ended questions, connecting with peers, building rapport with adults, giving and receiving constructive feedback, reflecting on lessons learned). Additionally, each School-Connect module ends with a culminating project presentation with the same rubric so students can continue to practice and improve upon skills from previous lessons and modules.

READING, WRITING AND COMMUNICATING

Standard 1. Oral Expression and Listening
Prepared Graduates: 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

1. Respond to others' ideas, and evaluate perspective and rhetoric. *Evidence Outcomes - Students Can:* a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. b. Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	School-Connect Lessons: **Mod 3: Boosting Academic Skills & Motivation** 3.1: Goal-Setting for School Success 3.4: Optimizing In-class Learning 3.7: Maximizing Out-of-class Learning **Mod 4: Collaborating on Group Projects** 4.1: Preparing for Group Projects 4.2: Collaborating Effectively 4.3: Disagreeing Respectfully 4.4: Brainstorming and Idea Building 4.5: Agreeing on Group Responsibilities 4.6: Negotiating Within Groups

c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)	4.7: Practicing Group Work 4.8: Reflecting on Lessons Learned 4.9: Presenting a Service Project Plan (PBL) 4.10: Mod 4 Reflection & Assessment
2. Organize and develop credible presentations tailored to purpose and audience. *Evidence Outcomes-Students Can:* a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4) b. Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5) c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6) d. Use feedback to evaluate and revise the presentation.	**School-Connect Lessons:** **Mod 2: Improving Communication Skills** 2.1: Creating First Impressions 2.2: Reviving Digital Zombies 2.3: Tuning In to Others 2.4: Using Active Listening 2.5: Connecting with Peers 2.6: Communicating with Adults 2.7: Giving and Receiving Feedback 2.8: Preparing for Presentations 2.9: Demonstrating Effective Communication (PBL)* 2.10: Mod 2 Reflection & Assessment *See School-Connect Rubric for Effective Presentations (Handout 2.9: Demonstrating Effective Communication Skills - attached).

COMPREHENSIVE HEALTH

High School, Standard 3. Social and Emotional Wellness
Utilize knowledge and skills to enhance mental, emotional, and social well-being.

1. Analyze the interrelationship of physical, mental, emotional, and social health. Evidence Outcomes - *Students Can:* a. Analyze the characteristics of a mentally, emotionally, and socially healthy person. b. Describe how mental, emotional and social health can affect health-related behaviors.	**School-Connect Lessons:** **Mod 8: Skill-Building for Mental Health & Well-Being** 8.1: Using Your Emotional Radar 8.2: Understanding the Power of Thought 8.3: Coping with Stress/Anxiety 8.4: Understanding Sadness/Depression 8.5: Breaking Through Loneliness

c. Implement effective strategies for dealing with personal and environmental stress. d. Analyze internal and external causes, symptoms, and effects of depression and anxiety. e. Assess the effects of disordered eating and eating disorders on healthy growth and development. f. Analyze the influences of family, peers, culture, and media on body image. g. Analyze how a positive or a negative body image can influence health behaviors.	8.6: Recognizing When You/Others Need Help 8.7: Practicing Self-Care 8.8: Cultivating Hope and Happiness 8.9: Raising Awareness for Mental Health/Wellness (PBL) 8.10: Mod 8 Reflection & Assessment
2. Set goals, and monitor progress on attaining goals for future success. Evidence Outcomes - *Students Can:* a. Connect how setting a personal goal contributes to positive mental, emotional, and social wellness. b. Define a clear, attainable personal goal. c. Describe steps needed to reach personal goals. d. Apply concepts to self-reflect on the progress and success of personal goals.	School-Connect Lessons: Mod 7: Setting and Achieving Long-term Goals 7.1: Recognizing Character Strengths 7.2: Being Your True Self 7.3: Forging Your Path 7.4: Exploring Career Options 7.5: Planning for College/Post-Secondary Education 7.6: Envisioning Your Future 7.7: Setting Life Goals 7.8: Mapping Your Plan 7.9: Presenting Your Mission Map (PBL) 7.10: Mod 7 Reflection & Assessment
3. Advocate to improve or maintain positive mental, emotional well-being for self and others. Evidence Outcomes - *Students Can:* a. Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other. b. Demonstrate support and respect for diversity. c. Advocate for positive and respectful school environment that supports pro-social behavior. d. Demonstrate how to communicate the importance of seeking help for mental and emotional problems.	School-Connect Lessons: Mod 5: Supporting Empathy & Inclusion 5.1: Valuing Community and Cultural Wealth 5.2: Working Toward Empathy 5.3: Checking for Blind Spots 5.4: Appreciating Diversity 5.5: Branching Outside Your Social Circle 5.6: Advocating for Others 5.7: Skill-building for Challenging Conversations 5.8: Becoming Change Agents 5.9: Envisioning More Inclusive Communities (PBL) 5.10: Mod 5 Reflection & Assessment

As you prepare for your project, study the rubric so you can maximize your final score.

Four P's to Successful Presentations (Purpose, Plan, Poise, Practice)

During the presentation…	Scale of 1-10	Not Applicable
PURPOSE: 1. They had an engaging opening.		NA
2. They explained their topic clearly.		NA
3. They showed positive persuasion.		NA
PLAN: 4. They shared meaningful examples.		NA
5. They had clear and creative visuals (if applicable) and/or showed creativity.		NA
6. They had a script/outline and it flowed well.		NA
POISE: 7. Face: They had positive facial expressions and eye contact.		NA
8. Body: They had good posture, appropriate gestures, and didn't pace or get stuck.		NA
9. Words: They spoke clearly (not too loud/quiet/fast) and went easy on word fillers.		NA
PRACTICE: 10. They seemed prepared and confident.		NA
TOTAL POSSIBLE POINTS (out of 100)*		

Subtract 10 points from the 100 total possible score for any NA categories that do not apply to the project option.

Reflection/Application

After you present, work with your teammates to discuss what you did well as a group and individually, and what you could each improve upon for future projects and presentations.

GROUP PROs and GROW:
Write two PROs (thing done well) your team did as a group:

And one constructive GROW for your group to improve upon:

INDIVIDUAL PROs and GROW:
Write two PROs you did well:

And at least one constructive GROW you could improve upon: