

Cherry Hill Public Schools

“World Class Standards for World Class Students”



Life Skills - Grades K-12

(Published August, 2000)

(Revised August, 2001)

CHERRY HILL PUBLIC SCHOOLS

Life Skills

It is an integral part of each student's academic, personal and social growth that he/she progress in the acquisition of those life skills which will assure success over the entire course of his/her life's journey. To that end, the following standards and benchmarks are promulgated by the Cherry Hill Board of Education with the expectation that they be addressed across all areas of instruction. They are divided into seven (7) general categories:

1. Self Direction and Determination (Standards 1.1 through 1.6)
2. Thinking and Reasoning (Standards 1.7 through 1.12)
3. Working With Others (Standards 1.13 through 1.17)
4. Developing Character (Standards 1.18 through 1.20)
5. Life's Work (Standards 1.21 through 1.25)
6. Technology (Standards 1.26 through 1.31)

7. Information Literacy

(Standards 1.32 through 1.40)

SELF DIRECTION AND DETERMINATION

CH 1.1	The student maintains a healthy view of self.
CH 1.2	The student identifies and manages personal goals.
CH 1.3	The student considers risks from which possible benefit may be obtained.
CH 1.4	The student performs self-appraisal on a regular basis.
CH 1.5	The student demonstrates perseverance.
CH 1.6	The student restrains impulsivity.

SELF DIRECTION AND DETERMINATION

<p>CH 1.1</p> <p>The student maintains a healthy view of self.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <ol style="list-style-type: none">1. Has a basic belief in the ability to succeed2. Uses/accepts affirmations to improve sense of self3. Understands that everyone makes mistakes4. Uses appropriate techniques to offset the negative effects of mistakes5. Avoids overreacting to criticism6. Analyzes self statements for their positive and negative effects7. Uses high self-esteem vocabulary and body language
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SELF DIRECTION AND DETERMINATION

<p>CH 1.2</p> <p>The student identifies and manages personal goals.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <ol style="list-style-type: none"> 8. Sets explicit goals appropriate to age and level of maturity 9. Identifies options/steps in accomplishing a goal 10. Understands personal wants versus needs 11. Identifies resources necessary to complete a goal 12. Displays a sense of personal direction and purpose <p>Grades 6-12</p> <ol style="list-style-type: none"> 13. Establishes and logs history of personal milestones and successes 14. Prepares and follows a schedule for carrying out options 15. Maintains an awareness of proximity to a goal 16. Understands the differences between various types of goals 17. Sets routine goals for achieving at high academic levels 18. Identifies explicit criteria for evaluating goals 19. Makes contingency plans
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SELF DIRECTION AND DETERMINATION

<p>CH 1.3</p>	<p>Benchmarks</p>
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<p>The student considers risks from which possible benefit may be obtained.</p>	<p>Grades K-12</p> <p>20. Uses common knowledge to avoid hazard or injury</p> <p>21. Identifies emergency and safety procedures to be followed</p> <p>Grades 6-12</p> <p>22. Weighs risks in making decisions and solving problems</p> <p>23. Identifies and applies preventative measures prior to a task in order to minimize security or safety problems</p> <p>24. Selects an appropriate course of action in emergencies, pressure situations, etc.</p> <p>25. Thinks clearly under stress</p>
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SELF DIRECTION AND DETERMINATION

<p>CH 1.4</p> <p>The student performs self-appraisal on a</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>26. Identifies personal strengths and weaknesses</p> <p>27. Identifies basic values</p> <p>28. Understands the important questions to be asked in terms of self</p>
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regular basis.	<p>Grades 6-12</p> <ol style="list-style-type: none"> 29. Identifies personal styles 30. Distributes work according to perceived strengths 31. Understands preferred working environments 32. Identifies a compensating strength for each weakness 33. Identifies personal motivational patterns 34. Identifies key accomplishments and successes in life 35. Identifies peak experiences and significant life experiences <p>Grades 9-12</p> <ol style="list-style-type: none"> 36. Understands career goals 37. Summarizes personal work experience 38. Summarizes personal educational background 39. Identifies desired future accomplishments 40. Identifies preferred lifestyle
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SELF DIRECTION AND DETERMINATION

CH 1.5	Benchmarks
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<p>The student demonstrates perseverance.</p>	<p>Grades K-12</p> <ul style="list-style-type: none"> 41. Demonstrates relevant and age-appropriate perseverance relative to personal goals 42. Demonstrates a sense of purpose 43. Maintains a high level of energy over a prolonged period of time when engaged in tasks 44. Persists in the face of difficulty 45. Concentrates mental and physical energies
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SELF DIRECTION AND DETERMINATION

<p>CH 1.6</p> <p>The student restrains impulsivity.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <ul style="list-style-type: none"> 46. Keeps responses open as long as possible in accord with age and level of maturity 47. Remains passive while assessing a situation 48. Suspends judgment
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THINKING AND REASONING

CH 1.7	The student understands and applies basic principles of logic and reasoning.
CH 1.8	The student understands and applies the basic principles of presenting an argument.
CH 1.9	The student effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).
CH 1.10	The student understands and applies basic principles of hypothesis testing and scientific inquiry.
CH 1.11	The student consistently and successfully applies appropriate trouble-shooting and problem-solving techniques.
CH 1.12	The student applies decision-making techniques across all grade levels and disciplines.

Note: Confer also: Components of IB Diploma Course “Theory of Knowledge”
 Components of IB PYP Inquiry Methods
 Resnick’s Principles of Learning entitled “Academic Rigor in a Thinking Curriculum”
 and “Accountable Talk”

THINKING AND REASONING

<p>CH 1.7</p> <p>The student understands and applies basic principles of logic and reasoning.</p>	<p>Benchmarks</p> <p>Grades 6-8</p> <p>49. Uses formal deductive connectors (“if...then,” “not,” “and,” “or”) in the construction of deductive arguments</p> <p>50. Understands the variation of rules for various aspects of reasoning</p> <p>51. Understands that reasoning by similarities can suggest ideas but cannot be used to prove things</p> <p>52. Understands that people are using incorrect logic when they make a statement such as “if X is true, the Y is true; but X isn’t true, therefore Y isn’t true.”</p> <p>53. Understands that a single example can never prove that something is true, but a single example can prove that something is not true</p> <p>54. Understands that some people invent a general rule to explain how something works by summarizing observations</p> <p>55. Understands that people overgeneralize by making up rules on the basis of only a few</p>
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	<p>observations</p> <p>56. Understands that personal values influence the types of conclusions people make</p> <p>57. Recognizes situations in which a variety of conclusions can be drawn from the same information</p>
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THINKING AND REASONING

<p>CH 1.7 (Continued)</p> <p>The student understands and applies basic principles of logic and reasoning.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>58. Understands and applies the differences between formal and informal uses of logical connectors (“if...then”, “and,” “not,” “or”)</p> <p>59. Analyzes the deductive validity of arguments based on implicit or explicit assumptions</p> <p>60. Understands and consistently applies the difference between formal and informal uses of the terms “sufficient” and “necessary”</p> <p>61. Understands and applies the formal meaning of the logical quantifiers “some,” “none,” and “all”</p> <p>62. Understands that formal logic is mostly about connections between statements, and that these connections can be considered without attention to whether the statements themselves are true or not</p> <p>63. Understands that people sometimes reach false conclusions either by applying faulty logic to true statements or by applying valid logic to false statements</p> <p>64. Understands that a reason may be <i>sufficient</i> to get a result but may not be the only way to get the result, OR a reason may be <i>necessary</i> to obtain a result but not be <i>sufficient</i> (i.e. other things also required); understands that some reasons may be <i>necessary</i> and <i>sufficient</i></p>
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THINKING AND REASONING

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<p>CH 1.7 (Continued)</p> <p>The student understands and applies basic principles of logic and reasoning.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>65. Understands that logic can be used to test how well any general rule works</p> <p>66. Understands how to discover exceptions as a means of proving that a general rule is false</p> <p>67. Understands that very complex logical arguments can be formulated from a number of simpler logical arguments</p> <p>68. Identifies counter examples to conclusions that have been developed</p>
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THINKING AND REASONING

<p>CH 1.8</p> <p>The student understands and</p>	<p>Benchmarks</p> <p>Grades K-2</p> <p>69. Understands that people are more likely to believe and/or appreciate a person's ideas if that</p>
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<p>applies the basic principles of presenting an argument.</p>	<p>person can give good reasons for them</p> <p>70. Provides coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something</p> <p>71. Asks “how do you know” in appropriate situations</p>
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THINKING AND REASONING

<p>CH 1.8 (Continued)</p> <p>The student understands and applies the basic principles of presenting an argument.</p>	<p>Benchmarks</p> <p>Grades 3-5</p> <p>72. Uses facts from a variety of sources to support an argument</p> <p>73. Understands that reasoning can be distorted by strong emotions</p> <p>74. Identifies basic informal fallacies, including appeals to authority, the use of statements such as “everybody knows,” and vague references such as “leading doctors say”</p> <p>75. Analyzes arguments to determine if they are supported by facts from books, articles and databases</p>
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	<p>76. Raises questions about arguments that are based on the assertion “I just know” or “everybody knows”</p> <p>77. Seeks reasons for believing things other than the assertion “everybody agrees”</p> <p>78. Recognizes when a comparison is not fair because important characteristics are not the same</p>
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THINKING AND REASONING

<p>CH 1.8 (Continued)</p> <p>The student understands and applies the basic principles of presenting an argument.</p>	<p>Benchmarks</p> <p>Grades 6-8</p> <p>79. Evaluates arguments that are based on quantitative data and mathematical concepts</p> <p>80. Identifies and questions false analogies</p> <p>81. Questions claims that use vague references or are based on the statements of people speaking outside of their expertise</p> <p>82. Questions conclusions based on very small samples of data, biased samples, or samples for which there is no central sample</p> <p>83. Distinguishes between fact and opinion</p> <p>84. Identifies and questions arguments in which all members of a group are implied to possess nearly identical characteristics that are considered to be different from those in another group</p> <p>85. Compares and contrasts the credibility of differing accounts of the same event</p>
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THINKING AND REASONING

<p>CH 1.8 (Continued)</p> <p>The student understands and applies the basic principles of presenting an argument.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>R. Identifies techniques used to slant information in subtle ways</p> <p>S. Identifies the logic of arguments that are based on quantitative data</p> <p>T. Understands that when people try to prove a point, they may at times select only the information that supports it and ignore the information that contradicts it</p> <p>U. Identifies or seeks out the critical assumptions behind a line of reasoning, and uses that to judge the validity of an argument</p> <p>V. Understands that to be convincing an argument must have both true statements and valid connections among them</p> <p>W. Uses tables, charts and graphs in constructing arguments</p> <p>X. Evaluates the overall effectiveness of complex arguments</p>
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THINKING AND REASONING

<p>CH 1.9</p> <p>The student effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).</p>	<p>Benchmarks</p> <p>Grades K-2</p> <p>86. Classifies objects by size, color and other significant characteristics</p> <p>87. Identifies the similarities and differences between persons, places, things, and events using concrete criteria</p> <p>88. Describes and compares things in terms of number, shape, texture, size, weight, color, motion, sound and behavior</p> <p>89. Recognizes simple patterns in the surrounding events and objects</p>
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THINKING AND REASONING

<p>CH 1.9 (Continued)</p> <p>The student effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).</p>	<p>Benchmarks</p> <p>Grades 3-5</p> <p>90. Understands that one way to make sense of something is to think how it is like something more familiar</p> <p>91. Recognizes when comparisons might not be fair because some characteristics are not the same</p> <p>92. Compares peoples in terms of important ethnic, religious and cultural characteristics</p> <p>93. Makes comparisons between countries in terms of relatively concrete characteristics (e.g. size, population, products) and abstract characteristics (e.g. the arts)</p>
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THINKING AND REASONING

<p>CH 1.9 (Continued)</p> <p>The student effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).</p>	<p>Benchmarks</p> <p>Grades 6-8</p> <p>94. Compares consumer products on the basis of features, performance, durability, and cost, and considers personal tradeoffs</p> <p>95. Understands that an analogy not only contains some likenesses but also some differences</p> <p>96. Selects criteria or rules for category membership that are relevant and important</p> <p>97. Orders information and events chronologically or based on frequency of occurrence</p> <p>98. Orders information based on importance to a given criterion</p> <p>99. Articulates abstract relationships between existing categories of information</p> <p>100. Creates a table to compare specific abstract and concrete features of two items</p> <p>101. Compares different sources of information for the same topic in terms of basic similarities and differences</p> <p>102. Identifies the abstract relationships that form the basis for analogies</p>
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THINKING AND REASONING

<p>CH 1.9 (Continued)</p> <p>The student effectively uses mental processes that</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>103. Uses a comparison table to compare multiple items on multiple abstract characteristics</p> <p>104. Identifies abstract patterns of similarities and differences between information on the same topic</p>
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<p>are based on identifying similarities and differences (compares, contrasts, classifies).</p>	<p>but from a variety of sources</p> <p>105. Identifies abstract relationships between seemingly unrelated items</p> <p>106. Identifies the qualitative and quantitative traits (other than frequency and obvious importance) that can be used to order and classify items</p>
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THINKING AND REASONING

<p>CH 1.10</p> <p>The student understands and applies basic principles of hypothesis testing and scientific inquiry.</p> <p>(Confer also: Cherry Hill</p>	<p>Benchmarks</p> <p>Grades K-2</p> <p>107. Asks “how do you know” in appropriate situations, and attempts to provide reasonable answers when others ask the same question</p> <p>108. Understands that changing one thing sometimes causes changes in something else, and that changing the same thing in the same way usually causes the same result</p> <p>Grades 3-5</p>
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Science process Standards)	109. Keeps a notebook that describes observations 110. Attempts to verify the results of experiments done by others 111. Distinguishes between actual observations and ideas or conclusions about what was observed 112. Makes records of observations regarding time and place to formulate hypotheses 113. Keeps systematic records of temperature, precipitation, cloud cover, and other weather information to formulate hypotheses
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THINKING AND REASONING

<p>CH 1.10 (Continued)</p> <p>The student understands and applies the basic principles of hypothesis testing and scientific inquiry.</p> <p>(Confer also: Cherry Hill Science Standards)</p>	<p>Benchmarks</p> <p>Grades 6-8</p> 114. Understands that there are a variety of ways in which people can form hypotheses, including basing them on many observations, basing them on very few observations, and constructing them on only one or two observations 115. Verifies results of experiments 116. Understands that there may be more than one valid way to interpret a set of findings 117. Questions findings in which no mention is made of whether the control group is very similar to the experimental group 118. Reformulates a new hypothesis for study after an old hypothesis has been eliminated 119. Makes and validates conjectures about outcomes of specific alternatives or events regarding an experiment
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THINKING AND REASONING

<p>CH 1.10 (Continued)</p> <p>The student understands and applies basic principles of hypothesis testing and scientific inquiry.</p> <p>(Confer also: Cherry Hill Science Standards)</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>120. Identifies and critiques studies in which data, explanations, or conclusions are presented as the only ones worth considering</p> <p>121. Tests hypotheses statistically and in whatever other fashion is appropriate to hypotheses</p> <p>122. Presents alternative explanations and conclusions to one's own experiments and those of others</p> <p>123. Critiques procedures, explanations, and conclusions in one's own experiments and those of others</p> <p>124. Gathers and analyzes field data using spatial sampling (e.g. place a transparent grid of squares on maps to count whether two characteristics - such as corn production and hogs- that are hypothesized to be actually related coexist within the grid cells)</p>
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THINKING AND REASONING

<p>CH 1.11</p> <p>The student consistently and successfully applies appropriate troubleshooting and problem-solving techniques.</p> <p>(Confer Also: IB Middle Years Programme Area of Interaction “Homer Faber”)</p>	<p>Benchmarks</p> <p>Grades K-2</p> <p>125. Identifies simple problems and expresses in oral and written form possible solutions (e.g. ways to make something work better)</p> <p>Grades 3-5</p> <p>126. Identifies issues and problems at school, at home, and in the community that one might help solve (Confer also: IB Community Service Requirements)</p> <p>127. Studies problems in the world and how they might be solved (Confer IB Community Service Requirements)</p> <p>Grades 6-8</p> <p>128. Identifies alternative courses of action as they apply to specific problems, and predicts the consequences of each course of action</p> <p>129. Selects the most appropriate strategy or alternative for solving a problem, based on thinking through possible ramifications</p> <p>130. Compares the possible consequences of a variety of alternatives</p>
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THINKING AND REASONING

<p>CH 1.11 (Continued)</p>	<p>Benchmarks</p>
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<p>The student consistently and successfully applies appropriate trouble-shooting and problem-solving techniques.</p>	<p>Grades 9-12</p> <ul style="list-style-type: none"> 131. Applies trouble-shooting strategies to complex real-world situations 132. Identifies and applies a multi-step approach to trouble-shooting 133. Isolates a problem component in a schematic diagram and traces it to the cause of the problem 134. Engages in problem-finding and framing for personal situations and situations in the community, country and the world 135. Represents a problem accurately in terms of resources, constraints, and objectives, proving able to give written and oral presentations for the same 136. Provides in oral and written form summation of the effectiveness of problem-solving techniques 137. Reframes problems when alternative solutions are exhausted, and independently applies application strategies to those situations 138. Examines different options for solving problems of historical importance and determines why specific courses of action were taken 139. Evaluates the feasibility of various solutions to problems; recommends and defends a solution; where appropriate, applies the solution and evaluates results
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THINKING AND REASONING

<p>CH 1.12</p> <p>The student applies decision-making techniques across all grade levels and disciplines.</p>	<p>Benchmarks</p> <p>Grades K-2</p> <ul style="list-style-type: none"> 140. Makes and defends decisions about daily activities (e.g. what books to read) <p>Grades 3-5</p>
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	<p>141. Studies decisions made in the classroom, at home or in the community in terms of alternatives that were considered; forms opinions about the decisions made and the alternatives; states reasons for those opinions</p> <p>142. Analyzes important decisions made by people in the past in terms of possible alternatives that were considered</p>
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THINKING AND REASONING

<p>CH 1.12 (Continued)</p> <p>The student applies decision-making techniques across all grade levels and disciplines.</p>	<p>Benchmarks</p> <p>Grades 6-8</p> <p>143. Secures factual information needed to evaluate alternatives, and identifies the values in underlying alternatives</p> <p>144. Predicts the consequences in selecting alternatives</p> <p>145. Makes decisions based on data obtained and criteria identified</p> <p>146. When appropriate, takes action to implement a decision</p> <p>147. Makes effective decisions about consumer products based on important criteria, including external features, performance, durability, cost and personal tradeoffs</p> <p>148. Analyzes personal decisions in terms of the options that were considered</p> <p>149. Uses a decision making grid or matrix to make or study decisions involving a relatively limited</p>
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	<p>number of criteria and alternatives</p> <p>150. Selects appropriate locations for specific service industries within the community</p> <p>151. Uses graphic organizers as a means to classify and analyze thoughts/information</p>
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THINKING AND REASONING

<p>CH 1.12 (Continued)</p> <p>The student applies decision-making techniques across all grade levels and disciplines.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>152. Analyzes decisions that were major turning points in history, and describes how things would have been different if other alternatives had been selected</p> <p>153. Analyzes current or pending decisions that can affect national or international policy and identifies the consequences of each alternative</p> <p>154. Uses a decision making grid or matrix to make or study decisions involving a relatively large number of alternatives and criteria</p> <p>155. Uses a balance sheet to evaluate the costs and benefits of various alternatives within a decision</p> <p>156. Evaluates major factors that influence personal decisions, examining the potential advantages and disadvantages to one's well-being, career goals, etc.</p> <p>157. Uses graphic organizers to clarify and analyze thoughts/information</p>
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WORKING WITH OTHERS

CH 1.13	The student contributes positively to the overall effort and positive direction of a group.
CH 1.14	The student successfully uses conflict-resolution techniques.
CH 1.15	The student works well with others who are “different” and does so in diverse situations.
CH 1.16	The student displays effective interpersonal communication skills.
CH 1.17	The student demonstrates leadership skills appropriate to age and circumstances.

WORKING WITH OTHERS

<p>CH 1.13</p> <p>The student contributes positively to the overall effort and positive direction of a group.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <ul style="list-style-type: none">158. Demonstrates respect for all others in a group159. Identifies, praises and uses the strengths of others for positive results160. Takes initiative when needed and appropriate161. Challenges practices which are not working in a constructive and respectful manner162. Identifies and deals effectively with causes of conflict within a group163. Helps the group to establish goals164. Engages in active listening165. Takes the initiative in interacting with others166. Evaluates the overall progress of a group toward its goal167. Keeps requests reasonable and simple168. Contributes to the development of a supportive climate in the context of the group's work, goals and efforts
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WORKING WITH OTHERS

<p>CH 1.14</p>	<p>Benchmarks</p>
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<p>The student successfully uses conflict-resolution techniques.</p> <p>(Confer also: CH 1.18 and 1.19, “Developing Character”)</p>	<p>Grades K-12</p> <p>169. Communicates ideas in a manner that does not irritate others</p> <p>170. Identifies goals and values important to the “opponents”</p> <p>171. Understands the impact of criticism on the psychological state, emotional state, habitual behavior and beliefs of others</p> <p>172. Understands that three ineffective responses to criticism are (1) being aggressive, (2) being passive, and (3) being both</p> <p>173. Understands that three effective responses to criticism are (1) acknowledgment, (2) token agreement with a critic, and (3) probing clarifications</p> <p>174. Determines the causes of conflict</p> <p>175. Does not blame</p> <p>176. Identifies an explicit strategy to deal with conflict</p> <p>177. Determines the seriousness of conflicts</p> <p>178. Identifies mutually agreeable times for important conversations with “opponents”</p> <p>179. Identifies individual versus group or organizational interests and conflicts</p> <p>180. Establishes guidelines an rules for negotiating</p>
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WORKING WITH OTHERS

<p>CH 1.15</p> <p>The student works well with others who are “different” and does so in diverse</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>181. Works well with the opposite gender</p> <p>182. Works well with different ethnic groups</p> <p>183. Works well with those of different religious orientations</p>
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<p>situations.</p> <p>(Confer also: CH 1.18 and 1.19, “Developing Character”)</p>	<p>184. Works well with adults</p> <p>185. Works well with those in authority</p> <p>186. Works to satisfy the needs of “customers”</p> <p>187. Demonstrates appreciation of others</p>
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WORKING WITH OTHERS

<p>CH 1.16</p> <p>The student displays effective interpersonal communication skills.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>188. Displays empathy and friendliness</p> <p>189. Displays knowledge of basic manners</p> <p>190. Displays politeness</p> <p>191. Seeks information non-defensively</p> <p>192. Provides feedback in a constructive manner</p>
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	<p>193. Uses nonverbal communication such as eye contact, body position, and voice tone effectively</p> <p>194. Does not react to a speaker's inflammatory deliverance</p> <p>195. Identifies with the concerns, ideas, emotions of others while maintaining objectivity</p> <p>196. Uses emotions appropriately in personal dialogues</p> <p>197. Makes use of confrontation in a positive and appropriate manner, understanding in which situations this strategy is appropriate</p> <p>198. Reacts to ideas rather than to the person presenting the ideas</p> <p>199. Adjusts tone and content of information to accommodate the needs of others</p> <p>200. Communicates in a clear manner during conversations</p> <p>201. Acknowledges the strengths of others</p>
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WORKING WITH OTHERS

<p>CH 1.17</p> <p>The student demonstrates leadership skills appropriate to age and circumstances.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>202. Occasionally serves as leader in groups</p> <p>203. Occasionally serves as follower in groups</p> <p>204. Enlists others in working toward a shared vision</p> <p>205. Plans small wins and celebrates accomplishments</p> <p>206. Recognizes the contribution of others</p> <p>207. Passes on authority when appropriate</p> <p>208. Works within the realities of the "system" in order to effect improvement, growth and development for individual members and the collective whole</p>
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DEVELOPING CHARACTER

CH	1.18	The student demonstrates an understanding of responsible behavior, and conducts himself/herself in a responsible manner.
CH	1.19	The student demonstrates an understanding of respectful behavior, and conducts himself/herself in a respectful manner.
CH	1.20	The student understands the importance and consequences of Americans as sharing and supporting certain values, beliefs, and principles of a constitutional democracy.

DEVELOPING CHARACTER

CH 1.18	Benchmarks	Grades K-12
The student demonstrates an understanding of responsible behavior, and conducts himself/herself in a responsible manner.		<ul style="list-style-type: none">209. Understands why personal responsibility is important, and understands the benefits of fulfilling responsibilities210. Does what one says he/she will do211. Holds one's self accountable for actions or failure to act212. Refrains from blaming others for one's mistakes213. Understands that one's actions have consequences for both one's self and for others, and thus conducts one's self in a way that considers those consequences214. Demonstrates self-control and self-discipline215. Uses good judgment216. Recognizes and defers to others in authority when appropriate217. Attends class every day unless legitimately excused218. Arrives on time for class each day219. Completes assignments in a timely manner220. Handles and treats with care all school property221. Does not write on school walls, desks or other structures222. Does not take, without permission, items which do not belong to him/her223. Is honest and truthful224. Does one's own work and refrains from all types of cheating, within the realm of academic, co-

	curricular and extra-curricular 225. Cleans up after one's self
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DEVELOPING CHARACTER

<p>CH 1.19</p> <p>The student demonstrates an understanding of respectful behavior, and conducts himself/herself in a respectful manner.</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>226. Understands why respecting one's self and others is both important and necessary</p> <p>227. Is sensitive to the needs, interests and desires of others</p> <p>228. Speaks in a courteous, polite and respectful manner and tone to others</p> <p>229. Responds appropriately when addressed by others</p> <p>230. Demonstrates an appreciation of the rights of others by refraining from using foul, obscene, vulgar or otherwise inappropriate language</p> <p>231. Demonstrates an appreciation of the rights of others by refraining from using verbal and body language to ridicule, belittle, mock, hassle or deride others</p> <p>232. Refrains from interrupting others' conversations</p> <p>233. Exhibits appropriate behavior in public settings by refraining from carrying on separate conversations and otherwise distracting or disturbing others during class sessions, assembly periods and artistic or other performances</p> <p>234. Abides by school/classroom rules</p>
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DEVELOPING CHARACTER

<p>CH 1.19 (Continued)</p>	<p>Benchmarks</p>
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<p>The student demonstrates an understanding of respectful behavior and conducts himself/herself in a respectful manner.</p>	<p>Grades K-12</p> <p>235. Conducts one's self in a respectful manner during transitional time between periods</p> <p>236. Resolves conflicts in a peaceful and respectful manner, without resorting to violence or disrespectful speech</p> <p>237. Interacts positively with others, thus refraining from the utilization of threatening words or body posture</p> <p>238. Demonstrates an appreciation that one can learn from others by never intentionally excluding or making others feel unwelcome, disliked or inferior</p> <p>239. Intervenes by appropriate and respectful means when someone is mistreated</p>
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DEVELOPING CHARACTER

<p>CH 1.20</p> <p>American Citizenship</p> <p>The student</p>	<p>Benchmarks</p> <p>Grades K-12</p> <p>240. Understands that as citizens of the US, all have certain personal rights and privileges, which are contained in key historical documents such as the Constitution and Bill of Rights</p>
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<p>understands the importance and consequences of Americans as sharing and supporting certain values, beliefs, and principles of a constitutional democracy.</p> <p>(Confer Also: Cherry Hill Social Studies Standards - US History)</p>	<p>241. Understands that as American citizens we are compelled to respect, accept and honor the rights of others that are secured by our constitutional government</p> <p>242. Understands that the rights set forth in the historical documents that secure our personal rights also reflect our shared values, principles and beliefs, and that it is these shared rights, values, principles and beliefs that unite us, rather than ethnicity, race, religion, class, language, gender or national origin</p> <p>243. Demonstrates how respect for these shared rights, values, principles and beliefs contributes to the continuation and improvement of American democracy</p> <p>244. Demonstrates personal and public character traits that contribute to the health of American democracy such as civility, respect for the rights of other individuals, respect for the law, negotiation and compromise, personal responsibility, civic mindedness and patriotism</p>
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DEVELOPING CHARACTER

<p>CH 1.20 (Continued)</p> <p>The student understands the importance and consequences of Americans as sharing and supporting certain values, beliefs, and principles of constitutional</p>	<p>Benchmarks</p> <p>245. Demonstrates an understanding of the importance for society that one accept responsibility for one's actions, adhere to moral principles, consider the rights and interests of others, and behave in a civil manner</p> <p>246. Demonstrates important personal traits such as self-discipline, self-governance, and responsibility that lead citizens to become independent and productive members of society</p> <p>247. Demonstrates compassion and respect for the rights and choices of individuals, that foster respect for individual worth and human dignity</p>
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democracy.	
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LIFE'S WORK

Essential to the success of all persons is the knowledge, ability and desire to work productively in the world as it is known and experienced. While not all standards and skills in this section are applicable to all students, their identification creates the responsibility for the educational system to acknowledge that various individuals will require specific skills in order to accomplish their lifelong goals.

CH 1.21	The student makes effective use of lifelong skills.
CH 1.22	The student uses various information sources, including those of a technical nature, to accomplish specific tasks.
CH 1.23	The student displays reliability and a basic work ethic.
CH 1.24	The student acquires those skills which will enable him/her to operate effectively within

	organizations.
CH 1.25	The student acquires a plenitude and variety of knowledge by which to identify opportunities and possibilities beyond high school and throughout life.

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LIFE'S WORK

<p>CH 1.21</p> <p>The student makes effective use of lifelong skills.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>248. Communicates effectively using all modern means of technology including telephone, facsimile and Internet connections (Confer also: Cherry Hill Technology Standards in next section of this document)</p> <p>249. Uses public transportation effectively</p> <p>250. Understands the rules and regulations of the IRS</p> <p>251. Understands the basic nature and application of contracts</p> <p>252. Understands the basic process of renting or buying a home</p> <p>253. Understands basic banking and investing services</p> <p>254. Knows how to correctly enter information into basic forms</p> <p>255. Manages money effectively</p>
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LIFE'S WORK

<p>CH 1.22</p> <p>The student uses various information sources, including those of a technical nature, to accomplish specific tasks.</p> <p>(Confer Also: Cherry Hill Information Literacy Standards in last section of this document)</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>256. Interprets information from and detects inconsistencies in a data matrix</p> <p>257. Follows basic linear paths in organizational charts</p> <p>258. Identifies major sections in schematic diagrams</p> <p>259. Uses the linear path of a flowchart to provide visual and textual directions to a procedure</p> <p>260. Interprets symbols in a flowchart to indicate flow of direction, test points, components, and diagrammatic decision points</p> <p>261. Obtains factor specification information from various sources (e.g. a two column chart, intersection of row by column in a table or chart)</p> <p>262. Uses a table or chart to identify a malfunction in a mechanism</p> <p>263. Interprets drawings (e.g. cross sections) for assembly or disassembly</p>
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LIFE'S WORK

<p>CH 1.23</p> <p>The student displays reliability and a basic work ethic.</p>	<p>Benchmarks</p> <p>Grades 6-12</p> <ul style="list-style-type: none">264. Completes tasks on time265. Chooses ethical courses of action266. Establishes an acceptable attendance record267. Uses appropriate language in all situations268. Maintains a sense of congeniality in the classroom, at school and at work269. Maintains an effective work station270. Is attentive to the requests and preferences of supervisors271. Requests clarification when needed272. Accurately identifies important goals and priorities of teacher or employer273. Practices appropriate hygiene and dress at school and work274. Carries out assigned tasks275. Deals with personal problems so as to be able to function in the school or work setting276. Prepares, plans, and organizes responsibilities at school and work277. Recognizes and respects authority278. Accepts guidance and constructive criticism279. Demonstrates loyalty to an organization
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LIFE'S WORK

<p>CH 1.24</p> <p>The student acquires those skills which will enable him/her to operate effectively within organizations.</p>	<p>Benchmarks</p> <p>Grades 9-12</p> <p>280. Understands the organization's basic goals and values</p> <p>281. Understands the extent to which organizational values are compatible with personal values</p> <p>282. Develops an action plan that identifies how personal skills can be used to increase organizational effectiveness</p> <p>283. Develops and carries out strategies to make personal skills and abilities more visible to an organization</p>
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<p>CH 1.25</p>	<p>Benchmarks</p> <p>Grades 9-12</p>
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The student acquires a plenitude and variety of knowledge by which to identify opportunities and possibilities beyond high school and throughout life.	<ul style="list-style-type: none">284. Uses a multitude of resources to explore college/university options matching personal/social and academic skills with opportunities285. Accesses important information regarding scholarships, grants, etc. for the purpose of optimizing post high school opportunities286. Determines key contacts within a prospective college or employment organization287. Determines and applies specific procedures for applying to a college/university and/or for a specific job288. Identifies important benefits and life skills required for specific careers289. Prepares college essays, letters of inquiry and applications as needed290. Identifies and engages in necessary steps to prepare for a job interview
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