

# 2014 Independence Daze/ Candyland Ball

## Standards Alignment - Nebraska Department of Ed

### DANCE STANDARDS

#### Visual and Performing Arts

VPA K12.2.0 Essential Learning #2 Students recognize the value of the arts in their own learning and creative processes.

VPA K12.4.0 Essential Learning #4 Students exhibit a variety of creative skills in their own artistic expressions and in response to others.

VPA K12.7.0 Essential Learning #7 Students recognize diverse perspectives in the creation, performance, interpretation, and evaluation of the arts.

#### Physical Education

8.3.2 Participate regularly in physical activities in both school and non-school settings to accomplish personal activity goals.

8.5.1 Participate cooperatively in physical activity with persons of diverse characteristics and backgrounds.

8.45.2 Make responsible decisions to resolve and/or avoid conflicts.

12.3.1 Refine skills, expand knowledge, cultivate interest and strengthen desire to independently maintain an active lifestyle.

12.5.1 Initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others.

12.5.2 Develop and implement strategies in physical activity to promote inclusion of people of varying abilities and diverse cultural backgrounds.

12.6.1 Justify why participation in physical activity can be enjoyable and desirable.

#### Counseling

Students will acquire the knowledge, attributes and interpersonal skills to help them understand and respect self and others.

Students will understand safety and survival skills.

# **INEPENDENCE DAZE STANDARDS**

NATIONAL ALLIANCE FOR SECONDARY EDUCATION AND TRANSITION (NASET)

## **Career Preparatory Experiences National Standards and Quality Indicators**

### **2.1 Youth participate in career awareness, exploration, and preparatory activities in school- and community-based settings.**

- 2.1.5 Youth understand how community resources, non-work experiences, and family members can assist them in their role as workers.

### **2.3 Schools and community partners provide youth with opportunities to participate in meaningful school- and community-based work experiences.**

- 2.3.2 Work experiences are relevant and aligned with each youth's career interests, postsecondary education plans, goals, skills, abilities, and strengths.
- 2.3.4 Youth are able to access, accept, and use individually needed supports and accommodations for work experiences.

### **2.4 Schools and community partners provide career preparatory activities that lead to youths' acquisition of employability and technical skills, knowledge, and behaviors.**

- 2.4.1 Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.
- 2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.
- 2.4.4 Youth demonstrate that they understand how personal skills and characteristics (e.g., positive attitude, self-discipline, honesty, time management, etc.) affect their employability.
- 2.4.5 Youth demonstrate appropriate job-seeking behaviors.

### **3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.**

#### **3.1.1 Youth are able to explore various roles and identities, promoting self-determination.**

- 3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and the community.
- 3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.
- 3.1.5 Youth interact with peers and have a sense of belonging.
- 3.1.6 Youth participate in a variety of teamwork and networking experiences.
- 3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.

**3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.**

- 3.2.1 Youth develop ethical values and reasoning skills.
- 3.2.2 Youth develop individual strengths.
- 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
- 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.

**3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.**

- 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
- 3.3.2 Youth learn the history, values, and beliefs of their communities.
- 3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.
- 3.3.6 Youth identify and use resources in their community.

**3.4 Youth demonstrate the ability to make informed decisions for themselves.**

- 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
- 3.4.2 Youth demonstrate independent living skills.