



2022-23 Curriculum Outline



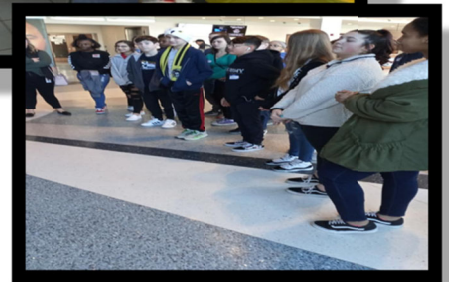
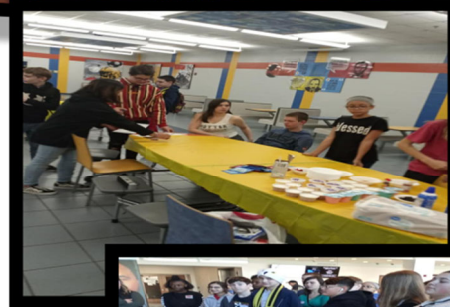
PROGRAM OVERVIEW

The Life Literacy Academy is a cohort-based model that teaches, engages and encourages students in the 6th through the 12th grades to develop strong character, intentionally acquire external/internal assets and transition with a positive plan through middle school and post high school. Whether attending a four-year university, technical college, the military or entering the workforce.

Life Literacy Academy uses program elements from multiple evidence-based and national models to effectively work with youth and their families.

Make an Impact

We're so passionate about what we do and the young the people we help that we love talking about it. When you're as excited as we are, it comes naturally. But the proof to our commitment to providing services to our community is the young people we've helped.

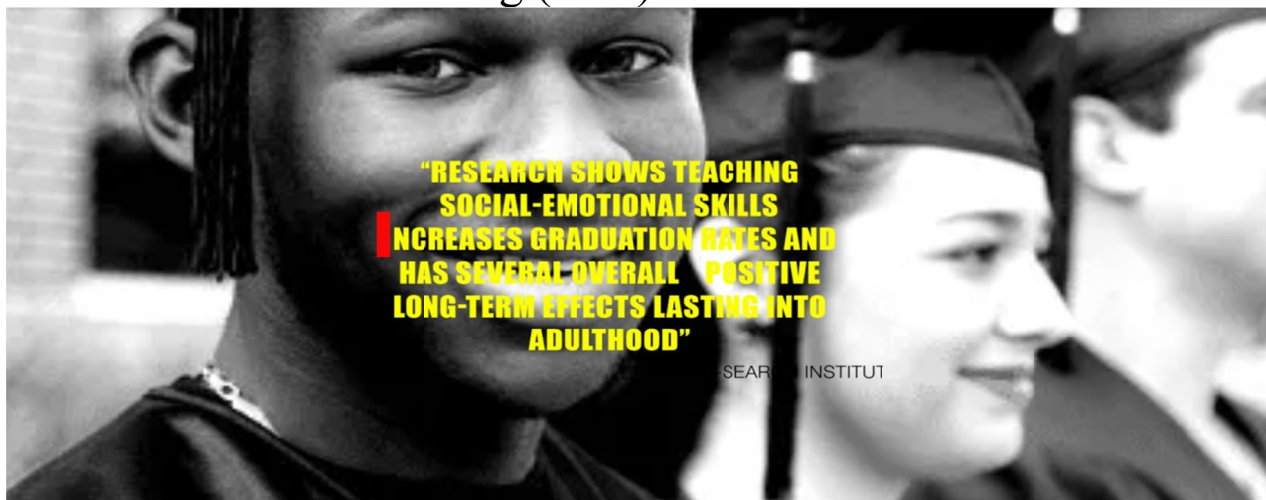


ENGAGING. EDUCATING. EMPOWERING

YOUTH FOR A BETTER FUTURE.

Life Literacy Academy uses program elements from multiple evidence-based and national models and Community Action of Southern Indiana programs to effectively work with youth and their families. In sixth through eighth grade the focus is the Six Pillars of Character, the concept of self, alcohol, tobacco, and other drugs (ATOD) prevention, and critical thinking.

The ninth through eleventh grade the program focuses on self-management, 40 Development Assets, Indiana's Employability Skills Standards, leadership development, critical thinking, high school readiness (9th and 10th), ATOD prevention, and college readiness (11th). The twelfth grade targets self-management, college preparation, 40 Developmental Assets, ATOD prevention, and critical thinking. All grades we also focus on the Social Emotional Learning (SEL).



CHARACTER COUNTS!

TRUSTWORTHINESS

- Be honest in communications and actions.
- Don't deceive, cheat or steal.
- Be reliable — do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal to your values.
- Keep your promises.

RESPECT

- Treat others with respect and follow the Golden Rule.
- Be accepting of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults, and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Plan ahead.
- Be diligent.
- Persevere.
- Do your best.
- Use self-control.
- Be self-disciplined.
- Think before you act.
- Be accountable for your words, actions and attitudes.
- Set a good example for others.
- Choose a positive attitude.
- Make healthy choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.
- Treat all people fairly.

CARING









- Be kind.
- Be compassionate and show you care.
- Show empathy.
- Express gratitude.
- Forgive others and show mercy.
- Help people in need.
- Be charitable and altruistic.

CITIZENSHIP

- Do your share to make your home, school, community, and world better.
- Cooperate.
- Get involved in community affairs.
- Stay informed; vote.
- Be a good neighbor.
- Make choices that protect the safety and rights of others.
- Protect the environment.
- Volunteer.



THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP

External Assets	Internal Assets
 <p>SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.</p>	 <p>COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciate learning new things.</p>
 <p>EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.</p>	 <p>POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.</p>
 <p>BOUNDARIES AND EXPECTATIONS Hones in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.</p>	 <p>SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.</p>
 <p>CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.</p>	 <p>POSITIVE IDENTITY Measures a child's self-worth.</p>



Employability Skills Standards (COMPETENCIES)

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, the Governor’s Work Ethic Certificate, and the Indiana Department of Education’s Social-Emotional Learning Competencies. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets	Work Ethic
Learning Strategies	Social and Emotional Skills

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.
4. Independence Successfully carry out expectations with minimal supervision.
5. Perseverance Demonstrate endurance, and capacity to complete tasks.
6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.
8. Integrity Act in a trustworthy and honest manner.
9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.

Learning Strategies (LS) *Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.*

10. Effective Communication

Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.

11. Aptitude Awareness

Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.

12. Decision-Making

Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.

13. Initiative

Apply self-motivation and self-direction to work and learning.

14. Attention to Detail

Achieve thoroughness and accuracy when accomplishing a task.

15. Problem Solving

Apply critical and creative thinking skills to resolve problems.

Social and Emotional Skills (SE) *The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.*

16. Regulation

Recognize and manage one's emotions.

17. Connection

Demonstrate the ability to network with others through social awareness and cultural sensitivity.

18. Collaboration

Work well with others in a team.