**Progression Through High Rocks**

We are working on academic skills and learning how to learn, not content. Content is a tool we use to teach these skills, so grades and ACT scores aren’t necessarily the best way to measure our success. College admission is, as part of this is working with colleges and being able to communicate and demonstrate what skills HR girls have. To help with this, we’ll need to design and use our own evaluative tool that every girl does (maybe pre and post or at regular intervals). Whether it’s a diagnostic, or more like a portfolio, there must be some way to measure and communicate core competencies both for our purposes and to communicate with colleges and supporters.

**Core Competencies\***

*What we are trying to develop actively and intentionally through our programs*

**Strong Writers**: Not only able to write well, in terms of structure, but also to tell a story or make a point compellingly in her own unique voice. Familiar with various forms and techniques of writing.

**Strong Speakers:** Can create a compelling speech and deliver it effectively and confidently to any audience, whether it is her friends, her teacher, a senator, or a room full of strangers.

**Self-sufficient & Confident:** Moves through the world with the belief that she can accomplish what she sets her mind to, both for herself and her community; feels solid in her values, convictions, and goals.

**Deep Thinkers:** Able to see issues from different sides, consider others’ experiences and points of view thoughtfully, and go beyond a surface-level understanding of issues or ideas to think about meaning, values, and implications.

**Creative Thinkers:** Engages thoughtfully in creating and interpreting art, music, or other ways of expressing ideas. Comfortable and confident engaging in a creative process to create something original—from “blank paper” to finished project (writing a play, composing a song, painting a picture).

**Media Savvy:** Can look at media with a critical eye, and understand why a story or image is presented in a certain way to influence thought. Can also create media that effectively communicates to an audience.

**Problem Solvers:** Able to think critically and actively when faced with challenges, doesn’t give up in the face of obstacles, is able to reach out for support, resources, or knowledge to move forward.

**Self-directed Learners & Explorers:**  Takes an active role in her own education and life and is able to advocate for herself and what she wants. Seeks out and tries new ideas and experiences. Excited about discovery, but confident in her own experiences and what she has to offer and draw on.

\*Each camp class should focus on ONE of these competencies to be achieved by the end of camp (not that the others should be ignored).  We’ll evaluate classes based on which one of these they set out to build; teachers should choose which one they want their class to focus on. Classes should be structured to be, “You guys are going to have to keep up!” rather than “No child left behind.”

**Traits** (What every HR girl should have by the end of their 6 years)

*Part II: This is the set of skills and traits that every HR girl should have by the end of her 6 years. These will prepare girls for college or career success*

* Lifelong learner
* Seeing from different points of view
* Strong sense of identity/place/culture
* Strong plan for what’s next in your life
* Strong analytical skills
* Emotional maturity – looking at problems/challenges constructively
* Assume control of your destiny
* Clear understanding of community
* Personal dedication to the greater goal
* Experience of yourself as a community leader
* Environmental awareness
* Wellness/health literate
* Travel competency/adventure competency
* Life planning skills
* How to participate in a group

**Year 1**

**(Summer after 7th grade and 8th grade school year)**

**Learning to Learn:** Participate actively in class. Can and do find something to read that they think is interesting (blog, magazine, book, etc.).

**Math:** Understanding of all 8th grade math concepts.

**Science:** Understand a watershed (monitoring, identification, concept of ecology).

**Writing:** Write a strong sentence. Write descriptively.

**Public Speaking/Facilitation:** Participate in a group presentation

**Art:** Work creatively in visual and performance mediums

**Health & Wellness:** Basic relaxation and centering techniques

**Community & Leadership:** Lead hike at New Beginnings. Campfire and camp jobs (participate with joy). Participate in a service event.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Try on different roles. Understand the concept of `identity as a process.’ Learn about themselves as part of a group.

**Year 2**

**(Summer after 8th grade and 9th grade school year)**

**Learning to Learn:** Read actively (underline) Will seek out more information on an issue or topic they are interested in on their own.

**Math:** Word problems (identifying variables, knowing what to solve for.)

**Science:** Discuss environmental issues in the community.

**Writing:** Write a strong paragraph. Write a newspaper article.

**Public Speaking/Facilitation:**

**Art:** Competent photographer.

**Health & Wellness:** Can cook food (and know what’s good.)

**Community & Leadership:** Attend Camp Steele. Participate in a High Rocks fundraiser. Continued participation in service events, overnights, UYN day camp. Develop local/state-based political awareness and participation (ex: Attend a County Commission meeting, join Youth Forum, etc.) Participate in YAB.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Begin to analyze relationships, understand relationship theory. Begin to understand family dynamics and its effect on self. Work with younger kids.

**Year 3**

**(Summer after 9th grade and 10th grade school year)**

**Learning to Learn:** Take notes on reading and lecture.

**Math:** Logic puzzles.

**Science:** Participate in the HR land management plan.

**Writing:** Write creatively (poetry, etc.) Write a one-page response paper.

**Public Speaking/Facilitation:** Facilitate a group conversation with peers or public.

**Art:** Able to do mixed media (photography and audio, etc.)

**Health & Wellness:** Exercise as part of a healthy lifestyle.

**Community & Leadership:** Go to Camp Steele. Apply to be a JC. Participate in a High Rocks fundraiser. Take a leadership role in service events, overnights, UYN day camp. Attend an educational trip or service trip of some length. Apply to be an officer in YAB.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Decide who you want to be. Persistence – faith in the self/being ok doing hard things. Attracted to relationships that are good. Seek mentorship.

**Year 4**

**(Summer after 10th grade and 11th grade school year)**

**Learning to Learn:** Read a chapter or essay and be able to discuss it on a college level (analyze and respond)

**Math:** Graphing. Experience of talking about math conceptually, “big idea” math. Financial literacy part one (open a checking account, etc.)

**Science:** Design an experiment to figure out the answer to a question/apply the scientific method in real life.

**Writing:** Put together a strong paper outline. Write a three-page academic/research paper.

**Public Speaking/Facilitation:** Write and deliver a strong academic or factual presentation.

**Art:** Have made a public media and/or art piece (blog, exhibit, etc.)

**Health & Wellness:** Know how to grow food.

**Community & Leadership:** Take leadership of a community program. Lead officer in YAB. Leadership role on a service trip. Give constructive feedback about HR. Be a JC. Help organize fundraising activities or events. Speak intelligently in the public sphere about High Rocks. Help train AmeriCorps. Commit significant time to a political/community issue/agenda/injustice.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Able to self-advocate/accept yourself. Become the active decision maker for your life. Experience diversity. Begin to decide who you want to be.

**Year 5**

**(Summer after 11th grade and 12th grade school year)**

**Learning to Learn:** Prepare a resume or application. Participate in a study group.

**Math:** Probability and statistics.

**Science:** Research a scientific or environmental issue and educate others about their findings.

**Writing:** Write a strong personal essay. Write a six-page academic/research paper.

**Public Speaking/Facilitation:**

**Art:** Confident trying and making art.

**Health & Wellness:**

**Community & Leadership:** Leader of JCs. Senior leadership project. Lead officer in YAB. Leadership role on a service trip. Give constructive feedback about HR. Be a JC. Help organize fundraising activities or events. Speak intelligently in the public sphere about High Rocks. Help train AmeriCorps. Commit significant time to a political/community issue/agenda/injustice. Get involved in some Appalachian-based community organizing.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Make a plan/have faith in the future. Acceptance of the identity process. Become a mentor for others.

**Year 6**

**(Summer after Graduation and Freshman year of college)**

**Learning to Learn:** Ability to convene a study group. Form independent relationships with professors. Time management, ability to prioritize and get things done.

**Math:** Financial literacy part 2.

**Science:**

**Writing:** Write a fifteen-page research/academic paper.

**Public Speaking/Facilitation:**

**Art:** Make art.

**Health & Wellness:**

**Community & Leadership:** Do well in school/work hard at job. Mentor younger girls/JCs. Apply for a part-time AC position with High Rocks. Give back to HR – help recruit, fundraise, speak about HR, organize an alum event. Advise YAB. Apply as an intern/counselor.

**Self-Knowledge, Identity, Life Plan, Self-Advocacy, and Adventure Skills:** Comfortable in diversity. Faith in who you are and where you are going.