

II. Lifelong Learner Who

B. Implements Technology to Enhance Research Skills

As a graduate from St. Therese Academy, I am a lifelong learner who implements technology to enhance research skills. Thanks to the digital age and technology, research appears to have become easier, faster, and less problematic. However, as more and more information is available on the internet it is increasingly more important to know how to navigate the internet and find reliable sources for research projects. Additionally, it is critical that lifelong learners know what technology is available and how to appropriately use it. Using technology to enhance research skills provides learners with more confidence and helps strengthen their written authority. As with all tools to help in the research process, it is also necessary for lifelong learners to understand the risks and dangers of using said tools. For example, not every source on the internet is credible and not every technological tool is easy to learn or navigate. Ultimately, when students learn about the proposed technology beforehand, take their time when using the technology, and ask for help when needed, the implementation of technology to enhance research skills is an important trait for all lifelong learners.

Explanation:

This is an example of a Divider Paragraph. The divider paragraphs provide a foundational understanding of the sublevel SLE for each of your pieces of evidence. The purpose of this paragraph is to provide an in-depth explanation of what the sublevel SLE means to the student. It should explain how the student interprets the sublevel SLE. Why is this sublevel SLE important? How will it help you in the future?

Format (all divider paragraphs should be formatted in exactly the same way):

Entire page- single spaced, 1" margins

Heading- Times New Roman, 14 pt font, bold typeface, centered on the page

Paragraph- Times New Roman, 12 pt font, regular typeface, text aligned on the left, 7-10 sentences

Each paragraph will be on its own piece of paper and will be in its own sheet protector.

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Evidence: Advanced Cataloging Skills Library Lesson and Activity

One of the lessons that I learned in my 8th grade library class was advanced cataloging skills. During this lesson, I learned how to perform a Boolean Search, which is how to use the key terms “and”, “not”, and “or”, and special symbols such as the asterisk and comma. Using this type of search helps focus and narrow down the search results when using a library catalog, online database, and online encyclopedias. This knowledge has helped me use online resources more efficiently and effectively because I spend less time searching for information that is credible and meets my research needs. Additionally, I am less intimidated to use the advanced search functions within certain online databases and library catalogs because I know how to use them. The evidence that I included for this sublevel SLE is the in-class activity that I completed to help me practice implemented the Boolean Search to enhance my research skills.

Explanation:

This is an example of an evidence paragraph. The heading lists the evidence in the third line. It details the various aspects of the evidence and what the student has gained because of his/her involvement with the evidence. How has the student been affected / impacted by the piece of evidence? How does the evidence prove a mastery of the sublevel SLE? The final sentence of this paragraph is a description of the evidence.

Format (all evidence paragraphs should be formatted in exactly the same way):

Entire page: single spaced, 1” margins

Heading- Sublevel SLE: Times New Roman, 14 pt font, bold typeface, centered on the page

Evidence: Times New Roman, 12 pt font, regular typeface, centered on the page

Paragraph- Times New Roman, 12 pt font, regular typeface, text aligned on the left, 6-8 sentences

Each paragraph will be on its own piece of paper and will be in its own sheet protector.

IV. A Responsible Individual Who

A. Strives to Live a Healthy Lifestyle

As a graduate from St. Therese Academy, I am a responsible individual who strives to live a healthy lifestyle. Living a healthy lifestyle is essential to living a high-quality life. A healthy lifestyle includes being active through exercise and sports, eating healthy foods, saying no to drugs, alcohol, and tobacco, and maintaining healthy relationships with friends, family, and significant others. Living a healthy lifestyle is not only important in the short term, it is critical for life in the long term. Decisions that are made today, will impact the rest of my life and I want to make sure that I give myself the opportunity to live my best life possible. As a member of American society, I am regularly bombarded with temptation to make choices that would keep me from being healthy. However, with the education and experience gained at St. Therese Academy, I know how to think critically about my options and make choices that will continue my path on a healthy lifestyle.

IV. A Responsible Individual Who

A. Strives to Live a Healthy Lifestyle

Evidence: Participating in Operation PRIDE

This year, the eighth grade class participated in a week-long workshop called Operation PRIDE, which is hosted by the California Border Patrol. During the week, I learned all about different drugs, their effects on people, different ways to say no to drugs, how to stand up against and resist peer pressure, as well as other information about how to live a healthy lifestyle. I always knew that doing drugs was bad, but I now know why doing them is the wrong decision. More importantly, I learned the importance of self confidence and pride in myself, and how I don't need to impress other people or give into peer pressure. Before this workshop, I wasn't sure that I would be able to say no if I was being pressured because I want to be liked and have friends, but I learned that real friends wouldn't pressure me to do something that I know it wrong or that makes me uncomfortable. The skills that I learned and had the opportunity to practice in this workshop will guide me through high school as I strive to live a healthy lifestyle. The evidence that I included for this sublevel SLE is the certificate of completion that I received after the week-long Operation PRIDE workshops.