

Kindergarten						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
<p>DSS.K-2.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> Relate self to others. Develop positive relationships with other children and adults. 	<p><i>Key Ideas and Details</i> ELA.K.1 ELA.K.13-ELA.K.17 ELA.K.24</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.14 SS.K.17</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	WE.K.15	<p>VA.S.K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> Use appropriate communication skills to initiate or join classroom activities. Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. 	<p>ELA.K.1 through ELA.K.37</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.3 SS.K.4</p>	<p><i>Students engage in active inquiries, investigations and hand-on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives</i></p>	<p>WE.K.1 through WE.K.31</p>	<p>VA..K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Show respect and caring behavior toward others. 	<p>ELA.K.1 through ELA.K.37</p>	MHM 2	<p>SS.K.1 SS.K.2 SS.K.3 SS.K.4</p>	<p><i>Students engage in active inquiries, investigations and hand-on activities</i></p>	<p>WE.K.1 through WE.K.31 WE.K.30 specific</p>	<p>VA.K.2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>

				<i>throughout the instructional day to develop conceptual understanding and research skills as described in the objectives</i>		
<p>DSS.K-2.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Set goals, develop a plan, and follow it through to completion. 	<p><i>Production and Distribution of Writing</i> ELA.K.25</p>	<p>MHM 1 MHM 2 MHM 6 MHM 7</p>	<p>SS.K.1 SS.K.3</p>	<p><i>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</i></p>	<p>WE.K1 through WE.K.31</p>	<p>VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6</p>
<p>DSS.K-2.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Exhibit respect for physical 	<p><i>Key Ideas and Details</i> ELA.K.1 ELA.K.2</p>	<p>MHM2</p>	<p>SS.K.2 SS.K.3 SS.K.5</p>	<p><i>Students use safe and proper techniques for</i></p>	<p>WE.K.5 WE.K.6 WE.K.12</p>	

<p>boundaries, rights, and personal privacy in relation to personal safety.</p> <ul style="list-style-type: none"> Express needs, wants, and feelings appropriately. Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone number, and address. 	<p><i>ELA.K.3</i> <i>Production and Distribution of Writing</i> <i>ELA.K.25</i></p>		<p>SS.K.6 SS.K.8 SS.K.14</p>	<p><i>handling, manipulating, and caring for science materials and treating living organisms humanely.</i></p>	<p><i>WE.K.13</i> <i>WE.K.16</i></p>	
<p>DSS.K-2.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Identify personal skills, interest, and accomplishments. Participate in a variety of classroom experiences and tasks. Approach tasks and activities with flexibility, imagination, and inventiveness. Demonstrate growing confidence in a range of abilities and express pride in accomplishments. Demonstrate the ability to manage and adapt to changing situations and responsibilities 	<p><i>ELA.K.1 through ELA.K.37</i></p>	<p>MHM 1 MHM 3 MHM 4 MHM 7</p>	<p>SS.K.1 SS.K.2 SS.K.3 SS.K.14</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and world around them. Students engage in active inquiries, investigations, and hands on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.11</i> <i>MU.K-2.14</i> <i>MU.K-2.13</i> <i>MU.3-5.1</i></p>

<p>DSS.K-2.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Engage in cooperative group play. Maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions. Increase capacity for independence in a range of activities, routines, and tasks. 	<p><i>ELA.K.1 through ELA.K.37</i></p>	<p><i>MHM2 MHM4</i></p>	<p><i>SS.K.1 SS.K.2 SS.K.3 SS.K.4 SS.K.7 SS.K.20</i></p>	<p><i>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> Accept guidance and direction from a variety of familiar adults. Develop increased ability to make choices from identified options. 	<p><i>ELA.K.1 through ELA.K.37</i></p>	<p><i>MHM 2 MHM 7</i></p>	<p><i>SS.K-1 through SS.K.22</i></p>	<p><i>Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>

				<p><i>related to the course objectives. Students are expected to use these practices to demonstrate an understanding of the scientific world.</i></p>		
<p>DSS.K-2.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Develop an appreciation for learning. • Develop an awareness of the roles of familiar community members and adults. 	<p><i>Key Ideas and Details ELA.K-1 through ELA.K.6 Integration of Knowledge and Ideas ELA.K.13 through ELA K.17</i></p>		<p><i>SS.K.1 through SS.K.22 SS.K.5 SS.K.15</i></p>	<p><i>Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students are expected to use these practices to demonstrate an understanding of the scientific world.</i></p>	<p><i>WE.K.4 WE.K.13</i></p>	
DSS.K-2.10	<i>Key Ideas and Details</i>	<i>MHM 7</i>	<i>SS.K.14</i>	<i>In the objectives,</i>		<i>VA.K-2.2</i>

<p><i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Explore the steps used in developing a plan. • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals. 	<p><i>ELA.K-1 through ELA.K-6 Production and Distribution of Writing ELA.K.23 through ELA.K.25</i></p>		<p><i>SS.K.16 SS.K.17</i></p>	<p><i>students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</i></p>		<p><i>VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6 MU.3-5.14</i></p>
<p><i>DSS.K-2.11 Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Identify and describe roles and relationships among community members. 	<p><i>Key Ideas and Details ELA.K-1 through ELA.K-6 Integration of Knowledge and Ideas ELA.K-13 through ELA.K.17 Range of Reading and Text Complexity ELA.K-18 through ELA.K.19 Production and Distribution of Writing ELA.K.23 through ELA.K.25</i></p>		<p><i>SS.K.15 SS.K.4</i></p>	<p><i>n the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and</i></p>	<p><i>WE.K.4 WE.K.13</i></p>	<p><i>MU.3-5.21</i></p>

				<i>interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</i>		
<p>DSS.K-2.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> Identify various careers in the community. 	<p><i>Key Ideas and Details ELA.K-1 through ELA.K-6 Integration of Knowledge and Ideas ELA.K-13 through ELA.K.17 Range of Reading and Text Complexity ELA.K-18 through ELA.K.19 Production and Distribution of Writing ELA.K.23 through ELA.K.25</i></p>		SS.K.5	<i>n the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</i>	WE.K.4	
<p>DSS.K-2.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> Identify and begin using expected dispositions, skills, and behaviors in school and 	<i>ELA.K.1 through ELA.K.37</i>	<p>MHM 1 MHM 2 MHM 3 MHM 4 MHM 5</p>	SS.K.1-SS.K.22	<i>In the objectives, students are expected to demonstrate age-appropriate</i>	<i>WE.K.1 through WE.K.31</i>	<i>VA.K-2.1 through VA.3-5.10 MU K-2.1 through</i>

<p>community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).</p>		<p>MHM 6 MHM 7 MHM 8</p>		<p><i>proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</i></p>		<p><i>MU.3-5.21</i></p>
<p>DSS.K-2.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> Understand and describe the interactive roles and relationships among family members and classroom community. 	<p><i>Key Ideas and Details ELA.K-1 through ELA.K-6 Integration of Knowledge and Ideas ELA.K-13 through ELA.K.17 Range of Reading and Text Complexity ELA.K-18 through ELA.K.19 Production and Distribution of Writing ELA.K.23 through ELA.K.25</i></p>	<p><i>MHM7</i></p>	<p><i>SS.K.3 SS.K.4</i></p>	<p><i>The science objectives are designed to engage students in finding answers to questions related to their interest and the world around them.</i></p>		
<p>DSS.K-2.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Identify self as a member of groups within a community. Understand similarities and 	<p><i>Key Ideas and Details ELA.K-1 through ELA.K-6 Integration of Knowledge and Ideas ELA.K-13 through ELA.K.17 Range of Reading and Text</i></p>	<p><i>MHM2</i></p>	<p><i>SS.K.16 SS.K.17 SS.K.12</i></p>	<p><i>The science objectives are designed to engage students in finding answers to</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.6 VA.K-2.8 VA.3-5.7 VA.3-5.10 MU.K-2.11 through</i></p>

<p>respect differences among people, such as gender, race, disability, culture, language, and family structure.</p>	<p><i>Complexity</i> <i>ELA.K.18 through ELA.K.19</i> <i>Production and Distribution of Writing</i> <i>ELA.K.23 through ELA.K.25</i></p>			<p><i>questions related to their interest and the world around them.</i></p>		<p><i>MU.K-2.14</i></p>
<p>DSS.K-2.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. 	<p><i>ELA.K.1 through ELA.K.37</i></p>	<p><i>MHM7</i></p>	<p><i>SS.K.1-SS.K.22</i></p>	<p><i>The science objectives are designed to engage students in finding answers to questions related to their interest and the world around them.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.K-5.21</i></p>
<p>DSS.K-2.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate an increasing ability to provide leadership during collaborative tasks. 	<p><i>ELA.K.1 through ELA.K.37</i></p>	<p><i>MHM7</i> <i>MHM8</i></p>	<p><i>SS.K.1</i> <i>SS.K.2</i> <i>SS.K.3</i> <i>SS.K.4</i></p>	<p><i>The science objectives are designed to engage students in finding answers to questions related to their interest and the world around them.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p>
<p>DSS.K-2.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Understand that items have value 	<p><i>Key Ideas and Details</i> <i>ELA.K.1</i> <i>ELA.K.5</i> <i>ELA.K.6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.K.15</i></p>	<p><i>MHM3</i></p>	<p><i>SS.K.1</i> <i>SS.K.3</i> <i>SS.K.6</i> <i>SS.K.7</i> <i>SS.K.8</i></p>	<p><i>Students are expected to demonstrate an understanding of the scientific world.</i></p>		<p><i>VA.K-2.3</i> <i>VA.3-5.3</i></p>

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Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
<p>DSS.K-2.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> Relate self to others. Develop positive relationships with other children and adults. 	<p><i>Key Ideas and Details</i> ELA.1.1 ELA.1.4 ELA.1.5 <i>Conventions of Standard English</i> ELA.1.36 ELA.1.37</p>	MHM2	<p>SS.1.1 SS.1.2 SS.1.4 SS.1.5</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p>WE.1.13 WE.1.14</p>	<p>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> Use appropriate communication skills to initiate or join classroom activities. Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. 	<p>ELA.1.1 through ELA 1.41</p>	MHM2	SS.1.1-SS.1.25	<p><i>Students engage in active inquiries, investigations and hands-on activities throughout the instructional day to develop conceptual understanding and research skills described in the objectives.</i></p>	<p>WE.K.1 through WE.K.31</p>	<p>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Show respect and caring behavior toward others. 	<p>ELA.1.1 through ELA 1.41</p>	MHM2	SS.1.1-SS.1.25	<p>Students engage in active inquiries, investigations and hands-on</p>	<p>WE.K.1 through WE.K.31</p>	<p>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>

				activities throughout the instructional day to develop conceptual understanding and research skills described in the objectives.	
<p>DSS.K-2.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Set goals, develop a plan, and follow it through to completion. 	<p><i>Production and Distribution of Writing</i> ELA.1.24 ELA.1.25</p>	<p>MHM2 MHM2 MHM6 MHM7</p>	<p>SS.1.2 SS.1.5 SS.1.7</p>	<p>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and</p>	<p>VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6</p>

				communicating information.		
<p>DSS.K-2.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. Express needs, wants, and feelings appropriately. Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone number, and address. 	<p><i>Key Ideas and Details</i> <i>ELA.1.1 through ELA 1.6.</i></p>	<p><i>MHM2</i></p>	<p><i>SS.1.1</i> <i>SS.1.2</i> <i>SS.1.5</i> <i>SS.1.7</i></p>	<p><i>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.</i></p>	<p><i>WE.1.4</i> <i>WE.1.5</i> <i>WE.1.13</i> <i>WE.1.14</i> <i>WE.1.15</i></p>	
<p>DSS.K-2.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Identify personal skills, interest, and accomplishments. Participate in a variety of classroom experiences and tasks. Approach tasks and activities with flexibility, imagination, and inventiveness. Demonstrate growing confidence in a range of abilities and express pride in accomplishments. Demonstrate the ability to manage and adapt to changing situations and responsibilities 	<p><i>ELA.1.1 through ELA.1.41</i></p>	<p><i>MHM1</i> <i>MHM3</i> <i>MHM4</i> <i>MHM7</i></p>	<p><i>SS.1.1-SS.1.25</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them. Students engage in active inquiries, investigations and hands-on activities throughout the instructional day to develop conceptual understanding</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.11</i> <i>MU.K-2.14</i> <i>MU.K-2.13</i> <i>MU.3-5.1</i></p>

				<i>and research skills as described in the objectives.</i>		
<p>DSS.K-2.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Engage in cooperative group play. Maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions. Increase capacity for independence in a range of activities, routines, and tasks. 	<p><i>ELA.1.1 through ELA 1.41</i></p>	<p><i>MHM2 MHM4</i></p>	<p><i>SS.1.1-SS.1.25</i></p>	<p>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> Accept guidance and direction from a variety of familiar adults. 	<p><i>ELA.1.1 through ELA 1.41</i></p>	<p><i>MHM2 MHM7</i></p>	<p><i>SS.1.4 SS.1.5</i></p>	<p><i>Engineering, Technology, and the Application of Science</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p>

<ul style="list-style-type: none"> Develop increased ability to make choices from identified options. 				<p><i>objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students are expected to use these practices to demonstrate an understanding of the scientific world.</i></p>		<p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Develop an appreciation for learning. Develop an awareness of the roles of familiar community members and adults. 	<p><i>Key Ideas and Details ELA.1.1 through ELA.1.6 Integration of Knowledge and Ideas ELA.1.13 through ELA.1.17 Production of Distribution and Writing ELA.1.23 through ELA.1.25</i></p>		<p><i>SS.1.4 SS.1.5 SS.1.23</i></p>	<p><i>Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students are expected to use</i></p>	<p><i>WE.1.4</i></p>	

				<i>these practices to demonstrate an understanding of the scientific world.</i>		
<p>DSS.K-2.10</p> <p><i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Explore the steps used in developing a plan. • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals. 	<p><i>Key Ideas and Details ELA.1.1 through ELA.1.6</i></p> <p><i>Production and Distribution of Writing ELA.1.24 and ELA.1.25</i></p>	MHM7	<p>SS.1.2</p> <p>SS.1.5</p> <p>SS.1.21</p>	<p>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</p>		<p>VA.K-2.2</p> <p>VA.K-2.6</p> <p>VA.K-2.8</p> <p>VA.3-5.2</p> <p>VA.3-5.4</p> <p>VA.3-5.6</p> <p>MU.3-5.14</p>
DSS.K-2.11	<i>Key Ideas and</i>		SS.1.1	In the	WE.1.4	MU.3-5.21

<p><i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> Identify and describe roles and relationships among community members. 	<p><i>Details</i> <i>ELA.1.1 through</i> <i>ELA.1.6</i> <i>Integration of</i> <i>Knowledge and</i> <i>Ideas</i> <i>ELA.1.13 through</i> <i>ELA.1.17</i> <i>Production of</i> <i>Distribution and</i> <i>Writing</i> <i>ELA.1.23 through</i> <i>ELA.1.25</i></p>		<p><i>SS.1.2</i> <i>SS.1.4</i></p>	<p>objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.</p>	<p><i>WE.1.5</i></p>	
<p>DSS.K-2.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> Identify various careers in the community. 	<p><i>Key Ideas and</i> <i>Details</i> <i>ELA.1.1 through</i> <i>ELA.1.6</i> <i>Integration of</i> <i>Knowledge and</i> <i>Ideas</i> <i>ELA.1.13 through</i> <i>ELA.1.17</i></p>		<p><i>SS.1.5</i> <i>SS.1.6</i></p>	<p>In the objectives, students are expected to demonstrate age-appropriate proficiency in</p>	<p><i>WE.1.4</i></p>	<p><i>MU.3-5.21</i></p>

	<i>Production of Distribution and Writing ELA.1.23 through ELA.1.25</i>			asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.		
DSS.K-2.13 <i>Careers and Life Success</i> <ul style="list-style-type: none"> Identify and begin using expected dispositions, skills, and behaviors in school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership). 	<i>ELA.1.1 through ELA.1.41</i>	<i>MHM1 MHM2 MHM3 MHM4 MHM5 MHM6 MHM7 MHM8</i>	<i>SS.1.1-SS.1.25</i>	In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations,	<i>WE.K.1 through WE.K.31</i>	<i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i>

				analyzing and interpreting data, designing solutions, engaging in argument from evidence, and communicating information.		
<p>DSS.K-2.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> Understand and describe the interactive roles and relationships among family members and classroom community. 	<p><i>Key Ideas and Details</i> ELA.1.1 through ELA.1.6 <i>Integration of Knowledge and Ideas</i> ELA.1.13 through ELA.1.17 <i>Range of Reading</i> ELA.1.18 and ELA.1.19 <i>Production of Distribution and Writing</i> ELA.1.23 through ELA.1.25</p>	MHM7	<p>SS.1.1 SS.1.2 SS.1.4</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p>WE.1.14 WE.1.15</p>	
<p>DSS.K-2.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Identify self as a member of groups within a community. Understand similarities and 	<p><i>Key Ideas and Details</i> ELA.1.1 through ELA.1.6 <i>Integration of Knowledge and</i></p>	MHM2	<p>SS.1.1 SS.1.19 SS.1.20 SS.1.21 SS.1.25</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related</i></p>	<p>WE.K.1 through WE.K.31</p>	<p>VA.K-2.6 VA.K-2.8 VA.3-5.7 VA.3-5.10 MU.K-2.11 through MU.K-</p>

<p>respect differences among people, such as gender, race, disability, culture, language, and family structure.</p>	<p><i>Ideas</i> <i>ELA.1.13 through ELA.1.17</i> <i>Range of Reading</i> <i>ELA.1.18 and ELA.1.19</i> <i>Production of Distribution and Writing</i> <i>ELA.1.23 through ELA.1.25</i></p>			<p><i>to their interests and the world around them.</i></p>		<p>2.14</p>
<p>DSS.K-2.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. 	<p><i>ELA.1.1 through ELA.1.41</i></p>	<p><i>MHM7</i></p>	<p><i>SS.1.1-SS.1.25</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Demonstrate an increasing ability to provide leadership during collaborative tasks. 	<p><i>ELA.1.1 through ELA.1.41</i></p>	<p><i>MHM7</i> <i>MHM8</i></p>	<p><i>SS.1.1-SS.1.25</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p><i>WE.K.1 through WE.K.31</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> Understand that items have value 	<p><i>Key Ideas and Details</i> <i>ELA.1.1</i> <i>ELA.1.5</i></p>	<p><i>MHM3</i></p>	<p><i>SS.1.7</i> <i>SS.1.8</i> <i>SS.1.9</i></p>	<p><i>Students are expected to demonstrate an understanding of</i></p>		<p><i>VA.K-2.3</i> <i>VA.3-5.3</i></p>

	<i>ELA.1.6 Integration of Knowledge and Ideas ELA.1.17</i>			<i>the scientific world.</i>		
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Second						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
<p>DSS.K-2.1</p> <p><i>Understand Self and Others</i></p> <ul style="list-style-type: none"> • Relate self to others. • Develop positive relationships with other children and adults. 	<p><i>Key Ideas and Details</i></p> <p>ELA.2.1</p> <p>ELA.2.2</p> <p>ELA.2.3</p> <p><i>Conventions of Standard English</i></p> <p>ELA.2.36</p> <p>ELA.2.37</p>	MHM2	<p>SS.2.1</p> <p>SS.2.3</p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p>WE.2.15</p> <p>WE.2.27</p>	<p>VA.K-2.1 through VA.3-5.10</p> <p>MU.K-2.1 through MU.3.5.21</p>
<p>DSS.K-2.2</p> <p><i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Use appropriate communication skills to initiate or join classroom activities. • Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. 	<p>ELA.2.1 through ELA.2.41</p>	MHM2	SS.2.1-SS.2.21	<p>Students engage in active inquiries, investigations and hands-on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives.</p>	<p>WE.2.1 through WE.2.28</p>	<p>VA.K-2.1 through VA.3-5.10</p> <p>MU.K-2.1 through MU.3.5.21</p>
DSS.K-2.3	ELA.2.1 through	MHM2	SS.2.1-SS.2.21	Students	WE.2.1 through	VA.K-2.1

<p><i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Show respect and caring behavior toward others. 	<p><i>ELA.2.41</i></p>			<p>engage in active inquiries, investigations and hands-on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives.</p>	<p><i>WE.2.28</i></p>	<p><i>through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Set goals, develop a plan, and follow it through to completion. 	<p><i>Production and Distribution of Writing</i> <i>ELA.2.24</i> <i>ELA.2.25</i></p>	<p><i>MHM1</i> <i>MHM2</i> <i>MHM6</i> <i>MHM7</i></p>	<p><i>SS.2.3</i> <i>SS.2.7</i></p>	<p>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and</p>	<p><i>WE.2.14</i> <i>WE.2.25</i></p>	<p><i>VA.K-2.2</i> <i>VA.K-2.6</i> <i>VA.K-2.8</i> <i>VA.3-5.2</i> <i>VA.3-5.4</i> <i>VA.3-5.6</i></p>

				interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.		
<p>DSS.K-2.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. Express needs, wants, and feelings appropriately. Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone number, and address. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM2</i></p>	<p><i>SS.2.13</i></p>	<p>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.</p>	<p><i>WE.2.6</i> <i>WE.2.9</i> <i>WE.2.15</i> <i>WE.2.16</i> <i>WE.2.18</i> <i>WE.2.27</i></p>	
<p>DSS.K-2.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Identify personal skills, interest, and accomplishments. Participate in a variety of classroom experiences and tasks. Approach tasks and activities with flexibility, imagination, and inventiveness. Demonstrate growing confidence in a range of abilities and express pride in accomplishments. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM1</i> <i>MHM3</i> <i>MHM4</i> <i>MHM7</i></p>	<p><i>SS.2.1-SS.2.21</i></p>	<p>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them. Students</p>	<p><i>WE.2.1 through WE.2.28</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.11</i> <i>MU.K.2.14</i> <i>MK.K.2.13</i> <i>MU.3.5.1</i></p>

<ul style="list-style-type: none"> Demonstrate the ability to manage and adapt to changing situations and responsibilities 				<p>engage in active inquiries, investigations and hands-on activities throughout the instructional day to develop conceptual understanding and research skills as described in the objectives.</p>		
<p>DSS.K-2.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Engage in cooperative group play. Maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions. Increase capacity for independence in a range of activities, routines, and tasks. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM2 MHM4</i></p>	<p><i>SS.2.1-SS2.21</i></p>	<p><i>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from</i></p>	<p><i>WE.2.1 through WE 2.28</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>

				<i>evidence, and obtaining, evaluating, and communicating information.</i>		
<p>DSS.K-2.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of familiar adults. • Develop increased ability to make choices from identified options. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM2 MHM7</i></p>	<p><i>SS.2.1-SS.2.21</i></p>	<p><i>Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students are expected to use these practices to demonstrate an understanding of the scientific world.</i></p>	<p><i>WE.2.1 through WE 2.28</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Develop an appreciation for learning. • Develop an awareness of the roles of familiar community members and adults. 	<p><i>Key Ideas and Details ELA.2.1 through ELA.2.6 Integration of Knowledge and Ideas</i></p>		<p><i>SS.2.5 SS.2.14</i></p>	<p><i>Engineering, Technology, and the Application of Science objectives are integrated throughout</i></p>	<p><i>WE.2.3 WE.2.6</i></p>	

	<i>ELA.2.13 through ELA.2.17 Production of Distribution and Writing ELA.2.24 through ELA.2.25</i>			<i>instruction as students define problems and design solutions related to the course objectives. Students are expected to use these practices to demonstrate an understanding of the scientific world.</i>		
DSS.K-2.10 <i>Plan to Achieve Goals</i> <ul style="list-style-type: none"> • Explore the steps used in developing a plan. • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals. 	<i>Key Ideas and Details ELA.2.1 through ELA.2.6 Production and Distribution of Writing ELA.2.24 and ELA.2.25</i>	<i>MHM7</i>	<i>SS.2.3 SS.2.7</i>	<i>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from</i>	<i>WE.2.14 WE.2.25</i>	<i>VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6 MU.3-5.14</i>

				<i>evidence, and obtaining, evaluating, and communicating information.</i>		
<p>DSS.K-2.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> Identify and describe roles and relationships among community members. 	<p><i>Key Ideas and Details</i> <i>ELA.2.1 through ELA.2.6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.2.13 through ELA.2.17</i> <i>Production of Distribution and Writing</i> <i>ELA.2.24</i> <i>ELA.2.25</i></p>		<p>SS.2.2 SS.2.5</p>	<p><i>In the objectives, students are expected to demonstrate age-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.</i></p>	<p>WE.2.3</p>	<p>MU.3-5.21</p>
<p>DSS.K-2.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> Identify various careers in the community. 	<p><i>Key Ideas and Details</i> <i>ELA.2.1 through ELA.2.6</i> <i>Integration of Knowledge and</i></p>		<p>SS.2.2 SS.2.5</p>	<p><i>In the objectives, students are expected to demonstrate age-appropriate proficiency in</i></p>	<p>WE.2.3 WE.2.6</p>	<p>MU.3-5.21</p>

	<p><i>Ideas</i> <i>ELA.2.13 through</i> <i>ELA.2.17</i> <i>Production of</i> <i>Distribution and</i> <i>Writing</i> <i>ELA.2.23 through</i> <i>ELA.2.25</i></p>			<p><i>asking</i> <i>questions,</i> <i>developing and</i> <i>using models,</i> <i>planning and</i> <i>carrying out</i> <i>investigations,</i> <i>analyzing and</i> <i>interpreting</i> <i>data, designing</i> <i>solutions,</i> <i>engaging in</i> <i>argument from</i> <i>evidence, and</i> <i>obtaining,</i> <i>evaluating, and</i> <i>communicating</i> <i>information.</i></p>		
<p>DSS.K-2.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> Identify and begin using expected dispositions, skills, and behaviors in school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership). 	<p><i>ELA.2.1 through</i> <i>ELA.2.41</i></p>	<p><i>MHM1</i> <i>MHM2</i> <i>MHM3</i> <i>MHM4</i> <i>MHM5</i> <i>MHM6</i> <i>MHM7</i> <i>MHM8</i></p>	<p><i>SS.2.1-SS.2.21</i></p>	<p><i>In the objectives,</i> <i>students are</i> <i>expected to</i> <i>demonstrate</i> <i>age-appropriate</i> <i>proficiency in</i> <i>asking</i> <i>questions,</i> <i>developing and</i> <i>using models,</i> <i>planning and</i> <i>carrying out</i> <i>investigations,</i> <i>analyzing and</i> <i>interpreting</i> <i>data, designing</i> <i>solutions,</i></p>	<p><i>WE.2.1 through</i> <i>WE 2.28</i></p>	<p><i>VA.K-2.1</i> <i>through</i> <i>VA.3-5.10</i> <i>MU.K-2.1</i> <i>through</i> <i>MU.3.5.21</i></p>

				<i>engaging in argument from evidence, and obtaining, evaluating, and communicating information.</i>		
<p>DSS.K-2.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> Understand and describe the interactive roles and relationships among family members and classroom community. 	<p><i>Key Ideas and Details</i> <i>ELA.2.1 through</i> <i>ELA.2.6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.2.13 through</i> <i>ELA.2.17</i> <i>Range of Reading</i> <i>ELA.2.18 and</i> <i>ELA.2.19</i> <i>Production of Distribution and Writing</i> <i>ELA.2.23 through</i> <i>ELA.2.25</i></p>	MHM7	<p>SS.2.1 SS.2.2 SS.2.5 SS.2.14</p>	<i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i>		
<p>DSS.K-2.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Identify self as a member of groups within a community. Understand similarities and respect differences among people, such as gender, race, disability, culture, language, and family structure. 	<p><i>ELA.2.1 through</i> <i>ELA.2.41</i></p>	MHM2	<p>SS.2.13 SS.2.14 SS.2.15 SS.2.20 SS.2.21</p>	<i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around</i>	<i>WE.2.1 through</i> <i>WE 2.28</i>	<p>VA.K-2.6 VA.K-2.8 VA.3-5.7 VA.3-5.10 MU.K-2.11 <i>through MU.K-2.14</i></p>

				<i>them.</i>		
<p>DSS.K-2.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM7</i></p>	<p><i>SS.2.1-SS.2.21</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p><i>WE.2.1 through WE 2.28</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Demonstrate an increasing ability to provide leadership during collaborative tasks. 	<p><i>ELA.2.1 through ELA.2.41</i></p>	<p><i>MHM7 MHM8</i></p>	<p><i>SS.2.1-SS.2.21</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p><i>WE.2.1 through WE 2.28</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.K-2.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> Understand that items have value 	<p><i>Key Ideas and Details ELA.2.1 ELA.2.5 ELA.2.6 Integration of Knowledge and Ideas ELA.2.17</i></p>	<p><i>MHM3</i></p>	<p><i>SS.2.6 SS.2.7 SS.2.8</i></p>	<p><i>Students are expected to demonstrate an understanding of the scientific world.</i></p>		<p><i>VA.K-2.3 VA.3-5.3</i></p>

Third Grade						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
<p>DSS.3-5.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> • Demonstrate an awareness as to how their words impact others. • Develop positive relationships with peers, other children and adults. 	<p><i>Key Ideas and Details</i> ELA.3.1 ELA.3.2 ELA.3.3 <i>Conventions of Standard English</i> ELA.3.36 ELA.3.37</p>	MHM2	SS.3.1-SS.3.25	Science promotes cooperative learning, group decisions, cultural diversity, and careers.	WE.3.1 through WE 3.35	VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21
<p>DSS.3-5.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Show respectful and caring behavior toward others. <ol style="list-style-type: none"> 1. Use appropriate communication skills to initiate and join activities and complete varied learning tasks. 	<p>ELA.3.1 through ELA.3.41</p>	MHM2	SS.3.1-SS.2.25	By engaging in active inquiries, investigations and hands-on activities throughout the instructional day, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the objectives. <i>Science</i>	WE.3.1 through WE 3.35	VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21

				<i>promotes cooperative learning, group decisions, cultural diversity, and careers.</i>		
<p>DSS.3-5.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Use and accept negotiation and compromise to resolve conflicts. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM2</i></p>	<p><i>SS.3.1-SS.3.25</i></p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers.</p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Set goals, develop a plan, and follow it through to completion. 	<p><i>Production and Distribution of Writing ELA.3.24 ELA.3.25</i></p>	<p><i>MHM1 MHM2 MHM6 MHM7</i></p>	<p><i>SS.3.6 SS.3.10 SS.3.11</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding.</p>	<p><i>WE.3.8</i></p>	<p><i>VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6</i></p>
<p>DSS.3-5.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Express needs, wants, and feelings appropriately. • Describe how situations such as teasing, bullying, harassment, breaking rules, threats, 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM2</i></p>		<p>Students use safe and proper techniques for handling, manipulating, and caring for</p>	<p><i>WE.3.9 WE.3.13</i></p>	

<p>intimidation, and damaging other's property impact emotional safety.</p> <ul style="list-style-type: none"> Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names). 				<p>science materials and treating living organisms humanely. Science intentionally supports developmental and academic growth.</p>		
<p>DSS.3-5.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Use personal skills, interest, and accomplishments to support learning. Independently and collaboratively approach tasks and activities with flexibility and creativity. <p>1. Use abilities and accomplishments to maximize learning opportunities.</p>	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM1 MHM3 MHM4 MHM7</i></p>	<p><i>SS.3.1-SS.2.25</i></p>	<p><i>Science intentionally supports developmental and academic growth.</i></p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.11 MU.K.2.14 MK.K.2.13 MU.3.5.1</i></p>
<p>DSS.3-5.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. Explore a variety of learning opportunities within the classroom and home environment. Maintain concentration over a reasonable amount of time despite distractions and interruptions. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM2 MHM4</i></p>	<p><i>SS.3.1-SS.2.25</i></p>	<p><i>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding</i></p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>

<p>1. Independently complete routines and learning tasks.</p>						
<p>DSS.3-5.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of peers and adults. • Develop increased ability to make choices from identified options. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM2 MHM7</i></p>	<p><i>SS.3.1-SS.2.25</i></p>	<p><i>Students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the objectives.</i></p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Develop an appreciation for and articulate the benefits of learning. • Interact with varied community members. 	<p><i>Key Ideas and Details ELA.3.1 through ELA.3.6 Integration of Knowledge and Ideas ELA.3.13 through ELA.3.17 Production of Distribution and Writing ELA.3.24 through ELA.3.25</i></p>		<p><i>SS.3.11</i></p>	<p>Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical</p>		

				science, and earth and space science		
<p>DSS.3-5.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the steps used in developing a plan. • Make short-term and long-term plans, as appropriate. • Persist in activities to achieve goals. <ul style="list-style-type: none"> • Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. 	<p><i>Key Ideas and Details ELA.3.1 through ELA.3.6</i> <i>Production and Distribution of Writing ELA.3.24 and ELA.3.25</i></p>	MHM7	<p>SS.3.11 SS.3.6</p>	<p>Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives.</p>		<p>VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6 MU.3-5.14</p>
<p>DSS.3-5.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Interact with a variety of community members. • Investigate career paths. 	<p><i>Key Ideas and Details ELA.3.1 through ELA.3.6</i> <i>Integration of Knowledge and Ideas ELA.3.13 through ELA.3.17</i> <i>Production of Distribution and Writing ELA.3.23 through ELA.3.25</i> <i>Research to Build and Present Knowledge ELA.3.26 through</i></p>		SS.3.6	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers.</p>		MU.3-5.21

	<i>ELA3.28</i>					
<p>DSS.3-5.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers. 	<p><i>Key Ideas and Details</i> <i>ELA.3.1 through ELA.3.6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.3.13 through ELA.3.17</i> <i>Production of Distribution and Writing</i> <i>ELA.3.23 through ELA.3.25</i> <i>Research to Build and Present Knowledge</i> <i>ELA3.26</i> <i>ELA3.27</i></p>			Science promotes cooperative learning, group decisions, cultural diversity, and careers.		<i>MU.3-5.21</i>
<p>DSS.3-5.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership). 	<i>ELA3.1 through ELA3.41</i>	<p><i>MHM1</i> <i>MHM2</i> <i>MHM3</i> <i>MHM4</i> <i>MHM5</i> <i>MHM6</i> <i>MHM7</i> <i>MHM8</i></p>	<i>SS.3.1-SS.3.25</i>	Science promotes cooperative learning, group decisions, cultural diversity, and careers.	<i>WE.3.1 through WE 3.35</i>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.14 <i>Acquire a Diverse and Knowledgeable World View</i></p>	<p><i>Key Ideas and Details</i> <i>ELA.3.1 through</i></p>	<i>MHM7</i>	<i>SS.3.19</i>	The curricular focus develops basic problem-		<p><i>VA.K-2.6</i> <i>VA.K-2.8</i> <i>VA.3-5.7</i></p>

<ul style="list-style-type: none"> • Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events. • Identify themselves as members of varied groups within the local, state, national, and international community. 	<p><i>ELA.3.6 Integration of Knowledge and Ideas ELA.3.13 through ELA.3.17 Range of Reading ELA.3.18 and ELA.3.19 Production of Distribution and Writing ELA.3.23 through ELA.3.25 Research to Build and Present Knowledge ELA.3.26 and ELA.3.27</i></p>			<p>solving skills through observing, experimenting and concluding. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Science</p>		<p><i>VA.3-5.10 MU.K-2.11 through MU.K-2.14</i></p>
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				intentionally supports developmental and academic growth.		
<p>DSS.3-5.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM2</i></p>	<p><i>SS.3.1-SS.3.25</i></p>	<p><i>Science promotes cooperative learning, group decisions, cultural diversity, and careers.</i></p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> Follow rules and routines and use materials purposefully and respectfully. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM7</i></p>	<p><i>SS.3.1-SS.3.25</i></p>	<p><i>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.</i></p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Assume leadership roles in collaborative tasks within the classroom and school community. 	<p><i>ELA.3.1 through ELA.3.41</i></p>	<p><i>MHM7</i> <i>MHM8</i></p>	<p><i>SS.3.1-SS.3.25</i></p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers. The curricular focus</p>	<p><i>WE.3.1 through WE 3.35</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>

				develops basic problem-solving skills through observing, experimenting and concluding. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives.		
<p>DSS.3-5.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Evaluate financial choices based on needs and wants. • Create a budget with income from incidental funds to save for goals. 		MHM3	SS.3.7 SS.3.8 SS.3.11	Through a progressive rigorous, integrated approach, the inquiry-based program of study blends		

				science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences		
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Fourth Grade						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
DSS.3-5.1 <i>Understand Self and Others</i> <ul style="list-style-type: none"> Demonstrate an awareness as to how their words impact others. Develop positive relationships with peers, other children and adults. 	<i>Key Ideas and Details</i> ELA.4.1 ELA.4.2 ELA.4.3 <i>Conventions of Standard English</i> ELA.4.36 ELA.4.37	MHM2	SS.4.1-SS.4.19	Science promotes cooperative learning, group decisions, cultural diversity, and careers.	WE.4.30 WE.4.31 WE.4.32 WE.4.33	VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21
DSS.3-5.2 <i>Maintain Positive Relationships</i>	ELA.4.1 through ELA.4.41	MHM2	SS.4.1-SS.4.19	By engaging in active	WE.4.1 through WE.4.33	VA.K-2.1 through

<ul style="list-style-type: none"> • Show respectful and caring behavior toward others. <p>2. Use appropriate communication skills to initiate and join activities and complete varied learning tasks.</p>				<p>inquiries, investigations and hands-on activities throughout the instructional day, students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the objectives. Fourth Grade Science promotes cooperative learning, group decisions, cultural diversity, and careers.</p>		<p>VA.3-5.10</p> <p>MU.K-2.1 through MU.3.5.21</p>
<p>DSS.3-5.3</p> <p><i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Use and accept negotiation and compromise to resolve conflicts. 	<p>ELA.4.1 through ELA.4.41</p>	<p>MHM2</p>	<p>SS.4.1-SS.4.19</p>	<p>Science promotes cooperative learning, group</p>	<p>WE.4.1 through WE .4.33</p>	<p>VA.K-2.1 through VA.3-5.10</p>

				decisions, cultural diversity, and careers.		<i>MU.K-2.1 through MU.3.5.21</i>
<p>DSS.3-5.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Set goals, develop a plan, and follow it through to completion. 	<p><i>Production and Distribution of Writing</i> <i>ELA.4.33 through ELA.4.35</i></p>	<p><i>MHM1</i> <i>MHM2</i> <i>MHM6</i> <i>MHM7</i></p>	<p><i>SS.4.3</i> <i>SS.4.5</i> <i>SS.4.7</i> <i>SS.4.19</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding.</p>	<p><i>WE.4.26</i></p>	<p><i>VA.K-2.2</i> <i>VA.K-2.6</i> <i>VA.K-2.8</i> <i>VA.3-5.2</i> <i>VA.3-5.4</i> <i>VA.3-5.6</i></p>
<p>DSS.3-5.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Express needs, wants, and feelings appropriately. Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other's property impact emotional safety. Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names). 	<p><i>ELA.4.1 through ELA4.41</i></p>	<p><i>MHM2</i></p>		<p>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Science intentionally supports developmental and academic growth.</p>	<p><i>WE.4.30</i> <i>WE.4.31</i> <i>WE.4.32</i></p>	

<p>DSS.3-5.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Use personal skills, interest, and accomplishments to support learning. • Independently and collaboratively approach tasks and activities with flexibility and creativity. <p>2. Use abilities and accomplishments to maximize learning opportunities.</p>	<p><i>ELA.4.1 through ELA.4.41</i></p>	<p><i>MHM1 MHM3 MHM4 MHM7</i></p>	<p><i>SS.4.1-SS.4.19</i></p>	<p><i>Science intentionally supports developmental and academic growth.</i></p>	<p><i>WE.4.1 through WE.4.33</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. • Explore a variety of learning opportunities within the classroom and home environment. • Maintain concentration over a reasonable amount of time despite distractions and interruptions. <p>2. Independently complete routines and learning tasks.</p>	<p><i>ELA.4.1 through ELA.4.41</i></p>	<p><i>MHM2 MHM4</i></p>	<p><i>SS.4.1-SS.4.19</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding.</p>	<p><i>WE.4.1 through WE.4.33</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of peers and adults. • Develop increased ability to make choices from identified options. 	<p><i>ELA.4.1 through ELA.4.41</i></p>	<p><i>MHM2 MHM7</i></p>	<p><i>SS.4.1-SS.4.19</i></p>	<p>Students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research</p>	<p><i>WE.4.1 through WE.4.33</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i></p> <p><i>MU.K-2.1 through MU.3.5.21</i></p>

				skills as described in the objectives.		
<p>DSS.3-5.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Develop an appreciation for and articulate the benefits of learning. Interact with varied community members. 	<p><i>Key Ideas and Details</i> <i>ELA.4.1 through ELA.4.6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.4.13 through ELA.4.17</i> <i>Production of Distribution and Writing</i> <i>ELA.4.33 through ELA.4.35</i> <i>Conventions of Standard English</i> <i>ELA.4.36 through ELA.4.37</i></p>		SS.4.4	Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences.		
<p>DSS.3-5.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of the steps used in developing a plan. Make short-term and long-term plans, as appropriate. 	<p><i>Key Ideas and Details</i> <i>ELA.4.1 through ELA.4.6</i> <i>Integration of Knowledge and Ideas</i></p>	MHM7	SS.4.4 SS.4.11	Science objectives are integrated throughout instruction as students define	WE.4.26	VA.K-2.2 VA.K-2.6 VA.K-2.8 VA.3-5.2 VA.3-5.4 VA.3-5.6

<ul style="list-style-type: none"> Persist in activities to achieve goals. <ul style="list-style-type: none"> dary success and reaching career goals. Investigate the importance of early academic planning to prepare for post-second 	<p>ELA.4.15 ELA.4.17. <i>Text Types and Purposes</i> ELA.4.20 ELA.4.21 <i>Production and Distribution of Writing</i> ELA.4.33 and ELA.4.34</p>			<p>problems and design solutions related to the course objectives.</p>		<p>MU.3-5.14</p>
<p>DSS.3-5.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> Interact with a variety of community members. Investigate career paths. 	<p><i>Key Ideas and Details</i> ELA.4.1 through ELA.4.6 <i>Integration of Knowledge and Ideas</i> ELA.4.15 ELA.4.17. <i>Text Types and Purposes</i> ELA.4.20 ELA.4.21 <i>Production and Distribution of Writing</i> ELA.4.33 and ELA.4.34</p>		<p>SS.4.6</p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers.</p>		<p>MU.3-5.21</p>
<p>DSS.3-5.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> Interact with local and national professional and/or experts to 	<p><i>Key Ideas and Details</i> ELA.4.1 through ELA.4.6 <i>Integration of</i></p>			<p>Science promotes cooperative learning, group</p>		<p>MU.3-5.21</p>

<p>extend personal knowledge to a variety of careers.</p>	<p><i>Knowledge and Ideas</i> <i>ELA.4.15</i> <i>ELA.4.17.</i> <i>Text Types and Purposes</i> <i>ELA.4.20</i> <i>ELA.4.21</i> <i>Production and Distribution of Writing</i> <i>ELA.4.33 and</i> <i>ELA.4.34</i></p>			<p>decisions, cultural diversity, and careers.</p>		
<p>DSS.3-5.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership). 	<p><i>ELA4.1 through</i> <i>ELA4.41</i></p>	<p><i>MHM1</i> <i>MHM2</i> <i>MHM3</i> <i>MHM4</i> <i>MHM5</i> <i>MHM6</i> <i>MHM7</i> <i>MHM8</i></p>	<p><i>SS.4.1-SS.4.19</i></p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers.</p>	<p><i>WE.4.1 through</i> <i>WE.4.33</i></p>	<p><i>VA.K-2.1 through</i> <i>VA.3-5.10</i></p> <p><i>MU.K-2.1 through</i> <i>MU.3.5.21</i></p>
<p>DSS.3-5.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> Investigate and respect aspects of various communities and discuss how these contribute to each individual’s perspective of local, state, and world events. Identify themselves as members of varied groups within the local, state, national, and international 	<p><i>Key Ideas and Details</i> <i>ELA.4.1 through</i> <i>ELA..6</i> <i>Integration of Knowledge and Ideas</i> <i>ELA.4.13 through</i> <i>ELA.4.17</i> <i>Range of Reading</i> <i>ELA.4.18 and</i></p>	<p><i>MHM7</i></p>	<p><i>SS.4.1</i> <i>SS.4.4</i> <i>SS.4.9</i> <i>SS.4.12</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding. Engineering, Technology,</p>	<p><i>WE.4.7</i></p>	<p><i>VA.K-2.6</i> <i>VA.K-2.8</i> <i>VA.3-5.7</i> <i>VA.3-5.10</i> <i>MU.K-2.11 through</i> <i>MU.K-2.14</i></p>

community.	<p><i>ELA.4.19 Production of Distribution and Writing ELA.4.33 through ELA.4.35 Research to Build and Present Knowledge ELA.4.26 and ELA.4.27</i></p>			<p>and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Science intentionally supports developmental and academic growth.</p>		
<p>DSS.3-5.15 <i>Interact Respectfully with Diverse</i></p>	<p><i>ELA.4.1 through ELA.4.41</i></p>	<p><i>MHM2</i></p>	<p><i>SS.4.1-SS.4.19</i></p>	<p><i>The Science objectives are</i></p>	<p><i>WE.4.1 through WE.4.33</i></p>	<p><i>VA.K-2.1 through</i></p>

<p><i>Cultures</i></p> <ul style="list-style-type: none"> Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. 				<p><i>designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>		<p>VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.3-5.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> Follow rules and routines and use materials purposefully and respectfully. 	<p>ELA.4.1 through ELA.4.41</p>	<p>MHM7</p>	<p>SS.4.1-SS.4.19</p>	<p>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.</p>	<p>WE.4.1 through WE.4.33</p>	<p>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>
<p>DSS.3-5.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Assume leadership roles in collaborative tasks within the classroom and school community. 	<p>ELA.4.1 through ELA.4.41</p>	<p>MHM7 MHM8</p>	<p>SS.4.1-SS.4.19</p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers. The curricular focus develops basic problem-solving skills through observing,</p>	<p>WE.4.1 through WE.4.33</p>	<p>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</p>

				<p>experimenting and concluding. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives.</p>		
<p>DSS.3-5.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> Evaluate financial choices based on needs and wants. Create a budget with income from incidental funds to save for goals. 		MHM3	SS.4.5	<p>Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to</p>		

				demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences.		
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Fifth Grade						
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts
DSS.3-5.1 <i>Understand Self and Others</i> <ul style="list-style-type: none"> Demonstrate an awareness as to how their words impact others. Develop positive relationships with peers, other children and adults. 	<i>Key Ideas and Details</i> ELA.5.1 through ELA.5.6	MHM2	SS.5.1-SS.5.27	Science promotes cooperative learning, group decisions, cultural diversity, and careers.	WE.5.6 WE.5.11 WE.5.15	VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21
DSS.3-5.2 <i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> Show respectful and caring behavior toward others. 3. Use appropriate communication skills to initiate and join activities and complete varied learning tasks. 	ELA.5.1 through ELA.5.41	MHM2	SS.5.1-SS.5.27	By engaging in active inquiries, investigations and hands-on activities throughout the instructional day, students	WE.5.6 WE.5.11 WE.5.15	VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21

				focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as described in the objectives. Fourth Grade Science promotes cooperative learning, group decisions, cultural diversity, and careers.		
DSS.3-5.3 <i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> Use and accept negotiation and compromise to resolve conflicts. 	<i>ELA.5.1 through ELA.5.41</i>	<i>MHM2</i>	<i>SS.5.1-SS.5.27</i>	Science promotes cooperative learning, group decisions, cultural diversity, and careers.	<i>WE.5.6 WE.5.11 WE.5.15 WE.5.37 WE.5.40</i>	<i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i>
DSS.3-5.4 <i>Decision Making and Personal</i>	<i>Text Types and Purposes</i>	<i>MHM1 MHM2</i>	<i>SS.5.3</i>	The curricular focus develops	<i>WE.5.36 WE.5.14</i>	<i>VA.K-2.2 VA.K-2.6</i>

<p><i>Responsibility</i></p> <ul style="list-style-type: none"> Set goals, develop a plan, and follow it through to completion. 	<p><i>ELA.5.27</i> <i>ELA.5.28</i> <i>Range of Writing</i> <i>ELA.5.29</i> <i>Comprehension and Collaboration</i> <i>ELA.5.30 through</i> <i>ELA.5.32</i> <i>Presentation of Knowledge and Ideas</i> <i>ELA5.33</i> <i>ELA.5.34</i></p>	<p><i>MHM6</i> <i>MHM7</i></p>		<p>basic problem-solving skills through observing, experimenting and concluding.</p>		<p><i>VA.K-2.8</i> <i>VA.3-5.2</i> <i>VA.3-5.4</i> <i>VA.3-5.6</i></p>
<p><i>DSS.3-5.5</i> <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Express needs, wants, and feelings appropriately. Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other’s property impact emotional safety. Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names). 	<p><i>ELA.5.1 through</i> <i>ELA.5.41</i></p>	<p><i>MHM2</i></p>		<p>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely. Science intentionally supports developmental and academic growth.</p>	<p><i>WE.5.11</i> <i>WE.5.13</i> <i>WE.5.15</i></p>	
<p><i>DSS.3-5.6</i></p>	<p><i>ELA.5.1 through</i></p>	<p><i>MHM1</i></p>	<p><i>SS.5.1-SS.5.27</i></p>	<p><i>Science</i></p>	<p><i>WE.5.1 through</i></p>	<p><i>VA.K-2.1</i></p>

<p><i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Use personal skills, interest, and accomplishments to support learning. • Independently and collaboratively approach tasks and activities with flexibility and creativity. <p>3. Use abilities and accomplishments to maximize learning opportunities.</p>	<p><i>ELA.5.41</i></p>	<p><i>MHM3</i> <i>MHM4</i> <i>MHM7</i></p>		<p><i>intentionally supports developmental and academic growth.</i></p>	<p><i>WE.5.41</i></p>	<p><i>through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i></p>
<p><i>DSS.3-5.7</i> <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. • Explore a variety of learning opportunities within the classroom and home environment. • Maintain concentration over a reasonable amount of time despite distractions and interruptions. <p>3. Independently complete routines and learning tasks.</p>	<p><i>ELA.5.1 through ELA.5.41</i></p>	<p><i>MHM2</i> <i>MHM4</i></p>	<p><i>SS.5.1-SS.5.27</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding.</p>	<p><i>WE.5.1 through WE.5.41</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i></p>
<p><i>DSS.3-5.8</i> <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Accept guidance and direction from a variety of peers and adults. • Develop increased ability to make choices from identified options. 	<p><i>ELA.5.1 through ELA.5.41</i></p>	<p><i>MHM2</i> <i>MHM7</i></p>	<p><i>SS.5.1-SS.5.27</i></p>	<p>Students focus on the major themes of science: systems, changes, and models in order to develop conceptual understanding and research skills as</p>	<p><i>WE.5.1 through WE.5.41</i></p>	<p><i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i></p>

				described in the objectives.		
<p>DSS.3-5.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Develop an appreciation for and articulate the benefits of learning. <ul style="list-style-type: none"> Interact with varied community members. 	<p><i>Key Ideas and Details</i> <i>ELA.5.1 through ELA.5.6</i> <i>Text Types and Purposes</i> <i>ELA.5.27</i> <i>ELA.5.28</i> <i>Conventions of Standard English</i> <i>ELA.5.36</i> <i>Presentation of Knowledge and Ideas</i> <i>ELA.5.33 through ELA.5.35</i></p>			<p>Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences</p>		
<p>DSS.3-5.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of the steps used in developing a plan. Make short-term and long-term plans, as appropriate. Persist in activities to achieve goals. 	<p><i>Research to Build and Present Knowledge</i> <i>ELA5.26 through ELA5.28</i> <i>Presentation of Knowledge and Ideas</i></p>	MHM7	<p>SS.5.1 SS.5.2</p>	<p>Science objectives are integrated throughout instruction as students define problems and</p>	<p>WE.5.6 WE.5.14</p>	

<ul style="list-style-type: none"> Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. 	<i>ELA5.33 through ELA.5.35</i>			design solutions related to the course objectives.		
DSS.3-5.11 <i>Develop Career Awareness</i> <ul style="list-style-type: none"> Interact with a variety of community members. Investigate career paths. 	<i>Research to Build and Present Knowledge</i> <i>ELA5.26 through ELA5.28</i> <i>Presentation of Knowledge and Ideas</i> <i>ELA5.33 through ELA.5.35</i>			Science promotes cooperative learning, group decisions, cultural diversity, and careers.		
DSS.3-5.12 <i>Develop Career and Life Plan</i> <ul style="list-style-type: none"> Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers. 	<i>Research to Build and Present Knowledge</i> <i>ELA5.26 through ELA5.28</i> <i>Presentation of Knowledge and Ideas</i> <i>ELA5.33 through ELA.5.35</i>			Science promotes cooperative learning, group decisions, cultural diversity, and careers		<i>MU.3-5.21</i>
DSS.3-5.13 <i>Careers and Life Success</i> <ul style="list-style-type: none"> Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, 	<i>ELA.5.1 through ELA.5.41</i>	MHH1 MHH2 MHH3 MHH4 MHH5 MHH6 MHH7	<i>SS.5.1-SS.5.29</i>	Science promotes cooperative learning, group decisions, cultural diversity, and	<i>WE.5.1 through WE.5.41</i>	<i>VA.K-2.1 through VA.3-5.10</i> <i>MU.K-2.1 through MU.3.5.21</i>

relationships, attitudes, perseverance, collaboration, critical thinking, and leadership).		<i>MHM8</i>		careers.		
<p>DSS.3-5.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events. Identify themselves as members of varied groups within the local, state, national, and international community. 	<p><i>ELA.5.1 through ELA.5.41</i></p>	<i>MHM7</i>	<p><i>SS.5.25</i> <i>WEAK</i></p>	<p>The curricular focus develops basic problem-solving skills through observing, experimenting and concluding. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives. Students use safe and proper techniques for handling, manipulating, and caring for</p>	<p><i>WE.5.37</i> <i>Weak</i></p>	<p><i>VA.K-2.6</i> <i>VA.K-2.8</i> <i>VA.3-5.7</i> <i>VA.3-5.10</i> <i>MU.K-2.11 through MU.K-2.14</i></p>

				science materials and treating living organisms humanely. Science intentionally supports developmental and academic growth.		
<p>DSS.3-5.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. 	<p><i>ELA.5.1 through ELA.5.41</i></p>	<p><i>MHM2</i></p>	<p><i>SS.5.1-SS.5.27</i></p>	<p><i>The Science objectives are designed to engage students in finding answers to questions related to their interests and the world around them.</i></p>	<p><i>WE.5.37</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
<p>DSS.3-5.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> Follow rules and routines and use materials purposefully and respectfully. 	<p><i>ELA.5.1 through ELA.5.41</i></p>	<p><i>MHM7</i></p>	<p><i>SS.5.1-SS.5.29</i></p>	<p>Students use safe and proper techniques for handling, manipulating, and caring for science materials and treating living organisms humanely.</p>	<p><i>WE.5.1 through WE.5.41</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>

<p>DSS.3-5.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Assume leadership roles in collaborative tasks within the classroom and school community. 	<p><i>ELA.5.1 through ELA.5.41</i></p>	<p><i>MHM7 MHM8</i></p>	<p><i>SS.5.1-SS.5.29</i></p>	<p>Science promotes cooperative learning, group decisions, cultural diversity, and careers. The curricular focus develops basic problem-solving skills through observing, experimenting and concluding. Engineering, Technology, and the Application of Science objectives are integrated throughout instruction as students define problems and design solutions related to the course objectives.</p>	<p><i>WE.5.1 through WE.5.41</i></p>	<p><i>VA.K-2.1 through VA.3-5.10 MU.K-2.1 through MU.3.5.21</i></p>
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<p>DSS.3-5.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> Evaluate financial choices based on needs and wants. Create a budget with income from incidental funds to save for goals. 	<p><i>Research to Build and Present Knowledge</i> ELA5.26 through ELA5.28 <i>Presentation of Knowledge and Ideas</i> ELA5.33 through ELA.5.35</p>	<p>MHM3</p>		<p>Through a progressive rigorous, integrated approach, the inquiry-based program of study blends science and 21st century skills and provides students opportunities to demonstrate scientific literacy in the fields of life science, physical science, and earth and space sciences.</p>		
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Sixth Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
<p>DSS.6.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> Discuss how thoughts, feelings, attitudes, 	<p>Positive Communication ELA.6.30 ELA.6.32</p>						

<p>values, and beliefs affect decisions making and behavior.</p> <ul style="list-style-type: none"> Practice using listening skills to identify and understand the feelings and perspectives of others. Use mistakes as opportunities to grow and personally and socially, not to define self or others as a failure. Recognize signs of anger and practice safe, respectful anger management skills. 	<p>ELA.6.33</p> <p>Growth Mindset</p> <p>ELA.6.24</p>						
<p>DSS.6.2</p> <p><i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> Develop positive relationships with peers and adults. Acquire and use effective conflict resolution techniques. Demonstrate self-control by minimizing words and actions that hurt self and others. 	<p>Positive Communication</p> <p>ELA.6.30</p> <p>ELA.6.33</p> <p>ELA.6.35</p>			<p>appropriate for group work/lab work settings when students are working with others</p>			

<ul style="list-style-type: none"> • Model safe and effective ways to address peer pressure. • Describe bullying and use effective practices to address it. 							
<p>DSS.6.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Identify and respect personal boundaries and privacy needs of self and others. • Respect all individuals as unique and worthy regardless of differences. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 	<p>Positive Communication ELA.6.30 ELA.6.32</p>			<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.6.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Make decisions, set goals, and take necessary actions to attain goals. • Analyze situations by comparing and contrasting various behaviors and choices 	<p>Interpret information and explain its contribution to topic or text ELA.6.31</p> <p>Delineate an argument and distinguish claims</p>			<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>in relation to possible short- and long-term consequences and discuss how to improve choices.</p> <ul style="list-style-type: none"> • Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure. • Establish action steps to attain school, home, and civic goals. • Apply problem solving techniques to identify and address challenges to goal attainment. • Describe how current decisions have long term consequences and ways to achieve desired outcomes. 	<p>supported by evidence from those not supported ELA.6.32</p>						
<p>DSS.6.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Identify and apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, 				<p>appropriate for group work/lab work settings when students are working with others</p>			

<p>peer support, adult or professional help.</p> <ul style="list-style-type: none"> • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. • Identify and utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information; identify and utilize school and community resources to protect personal safety. 							
<p>DSS.6.6 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Identify and develop competence in areas of interest. • Apply Multiple Intelligence Principles to identify personal strengths and improve school focus. • Understand the relationship between 							

<p>school success, academic achievement and future career success.</p>							
<p>DSS.6.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Improve executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). • Identify personal learning style(s) and establish habits that enhance personalized learning. • Work collaboratively in groups or independently, as appropriate. 	<p>Collaborative Work Habits ELA.6.30 ELA.6.24 ELA.6.25</p>			<p>appropriate for accomplishing classroom goals and solving problems every day</p>			
<p>DSS.6.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility. • Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes. • Apply goal setting techniques to develop 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>self-direction and improve school performance.</p> <ul style="list-style-type: none"> Identify and utilize school and community resources and support services when needed. 							
<p>DSS.6.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices. Explore requirements for success in a variety of post-secondary options and for securing scholarships. Analyze how personal choices negatively or positively influence high school and post-secondary options and preparedness for success. 	<p>Research to Build and Present Knowledge ELA.6.26 ELA.6.27</p>						
<p>DSS.6.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> Use a variety of assessments and inventories to identify 	<p>Research to Build and Present Knowledge ELA.6.26</p>						

<p>skills, interests, and aptitudes for post-secondary planning.</p> <ul style="list-style-type: none"> • Use personal data and goals to establish challenging academic, personal, and post-secondary plans. • Seek co-curricular and community experiences to enhance the school experience and post-secondary readiness. • Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets. • Explore eligibility requirements and funding opportunities for various post-secondary options. 	<p>ELA.6.27</p>						
<p>DSS.6.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Explore how personal abilities, skills, interests, and values relate to the workplace. • Use a variety of resources and 	<p>Research to Build and Present Knowledge ELA.6.26 ELA.6.27</p>						

<p>methods to explore career options.</p> <ul style="list-style-type: none"> • Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision. • Explore career options in relation to selecting a career cluster. 							
<p>DSS.6.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals. • Begin to develop a possible career/life plan that explores educational credentials, skills, and career progressions. 							
<p>DSS.6.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Explore how identified career choices impact lifestyles and opportunities. 	<p>Positive Communication ELA.6.30 ELA.6.33 ELA.6.35</p>			<p>appropriate for group work/lab work settings when students are working with others</p>			

<ul style="list-style-type: none"> • Practice expected workplace dispositions and behaviors. • Explore the need for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 							
<p>DSS.6.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Compare and contrast aspects of various communities and describe how these contribute to each individual’s perspective and world view. • Analyze factors that contribute to different social and world views (i.e. ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status, and nationality). 	<p>Research to Build and Present Knowledge ELA.6.26 ELA.6.27</p> <p>Interpret information and explain its contribution to topic or text ELA.6.31 ELA.6.17</p> <p>Provide a summary distinct from personal opinion or judgement ELA.6.2 ELA.6.5</p>		SS.6.7				

<p>DSS.6.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Apply an inter-culturally sensitive perspective to social interactions. • Describe global issue and events from perspectives of various individuals and groups to understand viewpoints other than one's own. • Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries. • Describe how stereotyping and prejudices impact interpersonal relationships. 	<p>Provide a summary distinct from personal opinion or judgement ELA.6.2 ELA.6.5</p> <p>Research to Build and Present Knowledge ELA.6.26 ELA.6.27</p> <p>Adapt Speech ELA.6.35</p>		<p>SS.6.2 SS.6.6 SS.6.7</p>				
<p>DSS.6.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. 	<p>Intellectual Property Rights ELA.6.27</p> <p>Communication Rules for Discussion</p>		<p>SS.6.6</p>	<p>S.6-8.ETS.1</p>			

<ul style="list-style-type: none"> • Identify and discuss issues of social justice. • Investigate programs for advocacy and promotion of social justice. 	<p>ELA.6.30</p> <p>Research to Build and Present Knowledge</p> <p>ELA.6.26</p> <p>ELA.6.27</p>						
<p>DSS.6.18</p> <p><i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Evaluate financial choices based on one’s own needs, wants, and values and how they guide spending, saving, credit and implications for the family budget. • Create a personal budget with income from incidental funds (birthday and other gifts, allowance, shares, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payment. • Discuss concepts of consumer protection (i.e. laws, identify 							

<p>theft and predatory scams).</p> <ul style="list-style-type: none">• Discuss concepts related to financial institutions (i.e. laws, banks, credit unions, and check cashing services).							
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Comments:

Seventh Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
DSS.7.1 <i>Understand Self and Others</i> <ul style="list-style-type: none"> • Discuss how thoughts, feelings, attitudes, values, and beliefs affect decisions making and behavior. • Practice using listening skills to identify and understand the feelings and perspectives of others. • Use mistakes as opportunities to grow and personally and socially, not to define self or others as a failure. 	Positive Communication ELA.7.30 ELA.7.32 ELA.7.33 Growth Mindset ELA.7.24						

<ul style="list-style-type: none"> Recognize signs of anger and practice safe, respectful anger management skills. 							
<p>DSS.7.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> Develop positive relationships with peers and adults. Acquire and use effective conflict resolution techniques. Demonstrate self-control by minimizing words and actions that hurt self and others. Model safe and effective ways to address peer pressure. Describe bullying and use effective practices to address it. 	<p>Positive Communication ELA.7.30 ELA.7.33 ELA.7.35</p>			<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.7.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Identify and respect personal boundaries and privacy needs of self and others. 	<p>Positive Communication ELA.7.30 ELA.7.32</p>			<p>appropriate for group work/lab work settings when students are working with others</p>			

<ul style="list-style-type: none"> • Respect all individuals as unique and worthy regardless of differences. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 							
<p>DSS.7.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Make decisions, set goals, and take necessary actions to attain goals. • Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices. • Describe how peer pressure influences personal decisions; create and follow a plan to minimize 	<p>Interpret information and explain its contribution to topic or text ELA.7.31</p> <p>Delineate an argument and distinguish claims supported by evidence from those not supported ELA.7.32</p>			<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>negative peer pressure.</p> <ul style="list-style-type: none"> • Establish action steps to attain school, home, and civic goals. • Apply problem solving techniques to identify and address challenges to goal attainment. • Describe how current decisions have long term consequences and ways to achieve desired outcomes. 							
<p>DSS.7.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Identify and apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, 				<p>appropriate for group work/lab work settings when students are working with others</p>			

<p>intimidation, and other violent acts of dangerous situations.</p> <ul style="list-style-type: none"> • Identify and utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information; identify and utilize school and community resources to protect personal safety. 							
<p>DSS.7.6 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Identify and develop competence in areas of interest. • Apply Multiple Intelligence Principles to identify personal strengths and improve school focus. • Understand the relationship between school success, academic achievement and future career success. 							

<p>DSS.7.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Improve executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). • Identify personal learning style(s) and establish habits that enhance personalized learning. • Work collaboratively in groups or independently, as appropriate. 	<p>Collaborative Work Habits ELA.7.30 ELA.7.24 ELA.7.25</p>			<p>appropriate for accomplishing classroom goals and solving problems every day</p>			
<p>DSS.7.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility. • Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes. • Apply goal setting techniques to develop self- 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>direction and improve school performance.</p> <ul style="list-style-type: none"> Identify and utilize school and community resources and support services when needed. 							
<p>DSS.7.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices. Explore requirements for success in a variety of post-secondary options and for securing scholarships. Analyze how personal choices negatively or positively influence high school and post-secondary options and 	<p>Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p>						

preparedness for success.							
<p>DSS.7.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use a variety of assessments and inventories to identify skills, interests, and aptitudes for post-secondary planning. • Use personal data and goals to establish challenging academic, personal, and post-secondary plans. • Seek co-curricular and community experiences to enhance the school experience and post-secondary readiness. • Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets. 	<p>Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p>						

<ul style="list-style-type: none"> • Explore eligibility requirements and funding opportunities for various post-secondary options. 							
<p>DSS.7.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Explore how personal abilities, skills, interests, and values relate to the workplace. • Use a variety of resources and methods to explore career options. • Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision. • Explore career options in relation to selecting a career cluster. 	<p>Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p>						
<p>DSS.7.12 <i>Develop Career and Life Plan</i></p>							

<ul style="list-style-type: none"> • Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals. • Begin to develop a possible career/life plan that explores educational credentials, skills, and career progressions. 							
<p>DSS.7.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Explore how identified career choices impact lifestyles and opportunities. • Practice expected workplace dispositions and behaviors. • Explore the need for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.7.14 <i>Acquire a Diverse and Knowledgeable World View</i></p>	<p>Positive Communication ELA.7.30 ELA.7.33</p>		<p>SS.7.3 SS.7.13 SS.7.17</p>				

<ul style="list-style-type: none"> • Compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view. • Analyze factors that contribute to different social and world views (i.e. ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status, and nationality). 	<p>ELA.7.35 Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p> <p>Interpret information and explain its contribution to topic or text ELA.7.31 ELA.7.17</p> <p>Provide a summary distinct from personal opinion or judgement ELA.7.2 ELA.7.5</p>						
<p>DSS.7.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Apply an inter-culturally sensitive perspective to social interactions. 	<p>Provide a summary distinct from personal opinion or judgement</p>						

<ul style="list-style-type: none"> • Describe global issue and events from perspectives of various individuals and groups to understand viewpoints other than one's own. • Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries. • Describe how stereotyping and prejudices impact interpersonal relationships. 	<p>ELA.7.2 ELA.7.5</p> <p>Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p> <p>Adapt Speech ELA.7.35</p>						
<p>DSS.7.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. • Identify and discuss issues of social justice. 	<p>Intellectual Property Rights ELA.7.27</p> <p>Communication Rules for Discussion ELA.7.30</p>			S.6-8.ETS.1			

<ul style="list-style-type: none"> Investigate programs for advocacy and promotion of social justice. 	<p>Research to Build and Present Knowledge ELA.7.26 ELA.7.27</p>						
<p>DSS.7.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> Evaluate financial choices based on one's own needs, wants, and values and how they guide spending, saving, credit and implications for the family budget. Create a personal budget with income from incidental funds (birthday and other gifts, allowance, chores, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payment. Discuss concepts of consumer protection (i.e. laws, identify theft and predatory scams). 							

- Discuss concepts related to financial institutions (i.e. laws, banks, credit unions, and check cashing services).

Comments:

Eighth Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
DSS.8.1 <i>Understand Self and Others</i> <ul style="list-style-type: none"> • Discuss how thoughts, feelings, attitudes, values, and beliefs affect decisions making and behavior. • Practice using listening skills to identify and understand the feelings and perspectives of others. • Use mistakes as opportunities to grow and personally and socially, not to define self or others as a failure. • Recognize signs of anger and practice safe, respectful 							

anger management skills.							
<p>DSS.8.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Develop positive relationships with peers and adults. • Acquire and use effective conflict resolution techniques. • Demonstrate self-control by minimizing words and actions that hurt self and others. • Model safe and effective ways to address peer pressure. • Describe bullying and use effective practices to address it. 				appropriate for group work/lab work settings when students are working with others			
<p>DSS.8.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Identify and respect personal boundaries and privacy needs of self and others. • Respect all individuals as unique and worthy 				appropriate for group work/lab work settings when students are working with others			

<p>regardless of differences.</p> <ul style="list-style-type: none"> • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 							
<p>DSS.8.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Make decisions, set goals, and take necessary actions to attain goals. • Analyze situations by comparing and contrasting various behaviors and choices in relation to possible short- and long-term consequences and discuss how to improve choices. • Describe how peer pressure influences personal decisions; create and follow a plan to minimize negative peer pressure. • Establish action steps to attain 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>school, home, and civic goals.</p> <ul style="list-style-type: none"> • Apply problem solving techniques to identify and address challenges to goal attainment. • Describe how current decisions have long term consequences and ways to achieve desired outcomes. 							
<p>DSS.8.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Identify and apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. 				<p>appropriate for group work/lab work settings when students are working with others</p>			

<ul style="list-style-type: none"> • Identify and utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information; identify and utilize school and community resources to protect personal safety. 							
<p>DSS.8.6 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Identify and develop competence in areas of interest. • Apply Multiple Intelligence Principles to identify personal strengths and improve school focus. • Understand the relationship between school success, academic achievement and future career success. 							
<p>DSS.8.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Improve executive function skills (i.e. 				<p>appropriate for accomplishing classroom goals and solving</p>			

<p>effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance).</p> <ul style="list-style-type: none"> • Identify personal learning style(s) and establish habits that enhance personalized learning. • Work collaboratively in groups or independently, as appropriate. 				<p>problems every day</p>			
<p>DSS.8.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility. • Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes. • Apply goal setting techniques to develop self-direction and improve school performance. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<ul style="list-style-type: none"> Identify and utilize school and community resources and support services when needed. 							
<p>DSS.8.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> Identify how performance and course selections in middle school impacts high school course readiness and post-secondary choices. Explore requirements for success in a variety of post-secondary options and for securing scholarships. Analyze how personal choices negatively or positively influence high school and post-secondary options and preparedness for success. 							
<p>DSS.8.10 <i>Plan to Achieve Goals</i></p>							

<ul style="list-style-type: none">• Use a variety of assessments and inventories to identify skills, interests, and aptitudes for post-secondary planning.• Use personal data and goals to establish challenging academic, personal, and post-secondary plans.• Seek co-curricular and community experiences to enhance the school experience and post-secondary readiness.• Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets.• Explore eligibility requirements and funding opportunities for							
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various post-secondary options.							
<p>DSS.8.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Explore how personal abilities, skills, interests, and values relate to the workplace. • Use a variety of resources and methods to explore career options. • Examine specific job requirements and opportunities for progressions of career levels from entry level to advanced leadership and develop a personal career growth vision. • Explore career options in relation to selecting a career cluster. 							
<p>DSS.8.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Describe lifestyle dreams and possible career options and evaluate the likelihood of attaining goals. 							

<ul style="list-style-type: none"> • Begin to develop a possible career/life plan that explores educational credentials, skills, and career progressions. 							
<p>DSS.8.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Explore how identified career choices impact lifestyles and opportunities. • Practice expected workplace dispositions and behaviors. • Explore the need for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.8.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Compare and contrast aspects of various communities and describe how these contribute to each individual's 							

<p>perspective and world view.</p> <ul style="list-style-type: none"> Analyze factors that contribute to different social and world views (i.e. ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status, and nationality). 							
<p>DSS.8.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Apply an inter-culturally sensitive perspective to social interactions. Describe global issue and events from perspectives of various individuals and groups to understand viewpoints other than one's own. Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and 							

linguistic boundaries. <ul style="list-style-type: none"> Describe how stereotyping and prejudices impact interpersonal relationships. 							
DSS.8.16 <i>Promote Social Justice</i> <ul style="list-style-type: none"> Adhere to classroom and school rules and community laws to protect individual rights and property. Identify and discuss issues of social justice. Investigate programs for advocacy and promotion of social justice. 				S.6-8.ETS.1			
DSS.8.17 <i>Assume Responsible Leadership</i> <ul style="list-style-type: none"> Identify the qualities of successful leaders. Exhibit leadership to improve school and the local community. 							
DSS.8.18 <i>Practice Financial Responsibility</i>							

<ul style="list-style-type: none">• Evaluate financial choices based on one's own needs, wants, and values and how they guide spending, saving, credit and implications for the family budget.• Create a personal budget with income from incidental funds (birthday and other gifts, allowance, shares, entrepreneurial endeavors, part-time jobs, etc.) and track spending and payment.• Discuss concepts of consumer protection (i.e. laws, identify theft and predatory scams).• Discuss concepts related to financial institutions (i.e. laws, banks, credit unions, and check cashing services).							
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Comments:

Ninth Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
DSS.9.1 <i>Understand Self and Others</i> <ul style="list-style-type: none">Analyze how thoughts, feelings, attitudes, values, and beliefs affect							

<p>decision making and behavior.</p> <ul style="list-style-type: none"> • Use active listening to identify and understand the feelings and perspectives of others. • Use mistakes as learning opportunities to grow personally and socially. 							
<p>DSS.9.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy relationships. • Apply appropriate anger management and conflict resolution techniques. • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. • Identify bullying behaviors and utilize appropriate 				<p>appropriate for group work/lab work settings when students are working with others</p>			

skills to address and decrease bullying.							
<p>DSS.9.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Respect personal boundaries and privacy needs. • Interact appropriately with varying audiences in all settings. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 				appropriate for group work/lab work settings when students are working with others			
<p>DSS.9.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. • Develop and implement action plans to attain personal, school, and civic goals. 							

<ul style="list-style-type: none"> • Utilize problem solving techniques to generate alternatives and address changes to attain goals. • Identify possible long term consequences of decisions and take responsibility to achieve desired goals. 							
<p>DSS.9.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<ul style="list-style-type: none"> • Utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information and utilize school and community resources to protect personal safety. 							
<p>DSS.9.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interests through school and community activities. • Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. • Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. 							

<p>DSS.9.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). • Identify personal learning style(s) to maximize learning in various environments. • Identify support systems available to advance individual learning and seek help with needed. • Demonstrate the ability to work independently or collaboratively in various learning environments. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			
<p>DSS.9.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility to maximize learning. • Maintain attitudes, dispositions, and behaviors that 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>enhance focus and success.</p> <ul style="list-style-type: none"> • Apply goal setting techniques to maintain self-directed learning. • Use self-advocacy, school, and community resources and support services as needed. 							
<p>DSS.9.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relation to post-secondary options. • Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. • Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. 							

<ul style="list-style-type: none"> • Identify and pursue options for earning post-secondary credits while in high school. • Identify and pursue options for paying for various post-secondary training options. 							
<p>DSS.9.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plans and career/life goals. • Explore eligibility requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed, for post-secondary planning and the application process. 							
<p>DSS.9.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interests, 							

<p>values, and the current job market.</p> <ul style="list-style-type: none"> • Explore career options in relation to career clusters and transferrable skills. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. 							
<p>DSS.9.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. • Revise career/life plan to reflect changing personal data. 							
<p>DSS.9.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one's personal career plan impacts 				<p>appropriate for group work/lab work settings when students are working with others</p>			

<p>lifestyles and opportunities.</p> <ul style="list-style-type: none"> • Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. • Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 							
<p>DSS.9.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. • Investigate and explain how factors such as ethnicity, gender, religion, 			<p>SS.W.4 SS.W.6 SS.W.8 SS.W.12 SS.W.13 SS.W.14</p>				

<p>sexuality, and economic conditions contribute to different social and world views.</p>							
<p>DSS.9.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Analyze global issues and events to gain an understanding of others' viewpoints. • Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. • Examine the influence of stereotyping and prejudice and how they impact relationships. 							
<p>DSS.9.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to 				S.9-12.ETS.3			

<p>protect individual rights and property.</p> <ul style="list-style-type: none">• Identify and discuss issues of social justice.							
<p>DSS.9.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none">• Demonstrate characteristics of successful leaders and team members to reach goals.• Exhibit leadership through service to improve the school and community.							

DSS.9.18

*Practice Financial
Responsibility*

- Access personal needs, wants, and values to develop a budget.
- Investigate means of saving and investing to maintain long-term financial stability.
- Evaluate the consequences of spending related to debt and debt management.
- Recognize marketing approaches that lead to over-consumption and discuss ways to reject them.

Comments:

Tenth Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
<p>DSS.10.1 <i>Understand Self and Others</i></p> <ul style="list-style-type: none"> Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. Use active listening to identify and understand the feelings and perspectives of others. Use mistakes as learning opportunities to grow personally and socially. 							
<p>DSS.10.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> Distinguish between healthy and unhealthy relationships. Apply appropriate anger management and conflict 				appropriate for group work/lab work settings when students are working with others			

<p>resolution techniques.</p> <ul style="list-style-type: none"> • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. • Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. 							
<p>DSS.10.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Respect personal boundaries and privacy needs. • Interact appropriately with varying audiences in all settings. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.10.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Analyze the relationship between behaviors, 							

<p>choices, and consequences and apply a decision making model to achieve desired goals.</p> <ul style="list-style-type: none"> • Develop and implement action plans to attain personal, school, and civic goals. • Utilize problem solving techniques to generate alternatives and address changes to attain goals. • Identify possible long term consequences of decisions and take responsibility to achieve desired goals. 							
<p>DSS.10.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<ul style="list-style-type: none"> • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. • Utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information and utilize school and community resources to protect personal safety. 							
<p>DSS.10.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interests through school and community activities. • Apply knowledge of personal learning characteristics to focus on strength and maintain 							

<p>motivation for learning.</p> <ul style="list-style-type: none"> Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. 							
<p>DSS.10.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). Identify personal learning style(s) to maximize learning in various environments. Identify support systems available to advance individual learning and seek help with needed. Demonstrate the ability to work independently or collaboratively in 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

various learning environments.							
<p>DSS.10.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility to maximize learning. • Maintain attitudes, dispositions, and behaviors that enhance focus and success. • Apply goal setting techniques to maintain self-directed learning. • Use self-advocacy, school, and community resources and support services as needed. 				appropriate for accomplishing classroom goals and solving problems every day			
<p>DSS.10.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relation to post-secondary options. • Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in 							

<p>relation to post-secondary choices.</p> <ul style="list-style-type: none"> • Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. • Identify and pursue options for earning post-secondary credits while in high school. • Identify and pursue options for paying for various post-secondary training options. 							
<p>DSS.10.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plans and career/life goals. • Explore eligibility requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed, for post-secondary planning 							

<p>and the application process.</p>							
<p>DSS.10.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. • Explore career options in relation to career clusters and transferrable skills. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. 							
<p>DSS.10.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interests, job 							

<p>demand, and personal data.</p> <ul style="list-style-type: none"> • Revise career/life plan to reflect changing personal data. 							
<p>DSS.10.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one's personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. • Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.10.14 <i>Acquire a Diverse and Knowledgeable World View</i></p>							

<ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. • Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. 							
<p>DSS.10.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> • Analyze global issues and events to gain an understanding of others' viewpoints. • Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. • Examine the influence of 							

<p>stereotyping and prejudice and how they impact relationships.</p>							
<p>DSS.10.16 <i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. • Identify and discuss issues of social justice. 				S.9-12.ETS.3			
<p>DSS.10.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate characteristics of successful leaders and team members to reach goals. • Exhibit leadership through service to improve the school and community. 							

DSS.10.18

*Practice Financial
Responsibility*

- Access personal needs, wants, and values to develop a budget.
- Investigate means of saving and investing to maintain long-term financial stability.
- Evaluate the consequences of spending related to debt and debt management.
- Recognize marketing approaches that lead to over-consumption and discuss ways to reject them.

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Comments:

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Eleventh Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
DSS.11.1 <i>Understand Self and Others</i> <ul style="list-style-type: none">Analyze how thoughts, feelings, attitudes, values, and beliefs affect							

<p>decision making and behavior.</p> <ul style="list-style-type: none"> • Use active listening to identify and understand the feelings and perspectives of others. • Use mistakes as learning opportunities to grow personally and socially. 							
<p>DSS.11.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy relationships. • Apply appropriate anger management and conflict resolution techniques. • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. • Identify bullying behaviors and utilize appropriate 				<p>appropriate for group work/lab work settings when students are working with others</p>			

skills to address and decrease bullying.							
<p>DSS.11.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> • Respect personal boundaries and privacy needs. • Interact appropriately with varying audiences in all settings. • Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 				appropriate for group work/lab work settings when students are working with others			
<p>DSS.11.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> • Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. • Develop and implement action plans to attain personal, school, and civic goals. 							

<ul style="list-style-type: none"> Utilize problem solving techniques to generate alternatives and address changes to attain goals. Identify possible long term consequences of decisions and take responsibility to achieve desired goals. 							
<p>DSS.11.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<ul style="list-style-type: none"> • Utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information and utilize school and community resources to protect personal safety. 							
<p>DSS.11.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interests through school and community activities. • Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. • Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. 							

<p>DSS.11.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). • Identify personal learning style(s) to maximize learning in various environments. • Identify support systems available to advance individual learning and seek help with needed. • Demonstrate the ability to work independently or collaboratively in various learning environments. 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			
<p>DSS.11.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility to maximize learning. • Maintain attitudes, dispositions, and behaviors that 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>enhance focus and success.</p> <ul style="list-style-type: none"> • Apply goal setting techniques to maintain self-directed learning. • Use self-advocacy, school, and community resources and support services as needed. 							
<p>DSS.11.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relation to post-secondary options. • Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. • Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. 							

<ul style="list-style-type: none"> • Identify and pursue options for earning post-secondary credits while in high school. • Identify and pursue options for paying for various post-secondary training options. 							
<p>DSS.11.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plans and career/life goals. • Explore eligibility requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed, for post-secondary planning and the application process. 							
<p>DSS.11.11 <i>Develop Career Awareness</i></p> <ul style="list-style-type: none"> • Use a variety of resources to explore career 							

<p>options in relation to personal abilities, skills, interests, values, and the current job market.</p> <ul style="list-style-type: none"> • Explore career options in relation to career clusters and transferrable skills. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. 							
<p>DSS.11.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. • Revise career/life plan to reflect changing personal data. 							
<p>DSS.11.13 <i>Careers and Life Success</i></p>				<p>appropriate for group work/lab work settings</p>			

<ul style="list-style-type: none"> • Determine how one's personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. • Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				when students are working with others			
<p>DSS.11.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. 							

<ul style="list-style-type: none"> Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. 							
<p>DSS.11.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Analyze global issues and events to gain an understanding of others' viewpoints. Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. Examine the influence of stereotyping and prejudice and how they impact relationships. 							
<p>DSS.11.16 <i>Promote Social Justice</i></p>				S.9-12.ETS.3			

<ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. • Identify and discuss issues of social justice. 							
<p>DSS.11.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate characteristics of successful leaders and team members to reach goals. • Exhibit leadership through service to improve the school and community. 							
<p>DSS.11.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Access personal needs, wants, and values to develop a budget. • Investigate means of saving and investing to maintain long-term financial stability. • Evaluate the consequences of 							

spending related to debt and debt management. <ul style="list-style-type: none"> Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. 							
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Comments:

Twelfth Grade							
Student Success Standards	English Language Arts	Mathematics	Social Studies	Science	Wellness	The Arts	Foreign Language
DSS.12.1 <i>Understand Self and Others</i>							

<ul style="list-style-type: none"> • Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. • Use active listening to identify and understand the feelings and perspectives of others. • Use mistakes as learning opportunities to grow personally and socially. 							
<p>DSS.12.2 <i>Maintain Positive Relationships</i></p> <ul style="list-style-type: none"> • Distinguish between healthy and unhealthy relationships. • Apply appropriate anger management and conflict resolution techniques. • Minimize words and actions that hurt self and others. • Address peer pressure in safe and effective ways. 				<p>appropriate for group work/lab work settings when students are working with others</p>			

<ul style="list-style-type: none"> Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. 							
<p>DSS.12.3 <i>Exhibit Respectful Behavior</i></p> <ul style="list-style-type: none"> Respect personal boundaries and privacy needs. Interact appropriately with varying audiences in all settings. Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.12.4 <i>Decision Making and Personal Responsibility</i></p> <ul style="list-style-type: none"> Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. Develop and implement action 							

<p>plans to attain personal, school, and civic goals.</p> <ul style="list-style-type: none"> • Utilize problem solving techniques to generate alternatives and address changes to attain goals. • Identify possible long term consequences of decisions and take responsibility to achieve desired goals. 							
<p>DSS.12.5 <i>Protect Emotional and Physical Safety</i></p> <ul style="list-style-type: none"> • Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. • Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of 				<p>appropriate for accomplishing classroom goals and solving problems every day</p>			

<p>dangerous situations.</p> <ul style="list-style-type: none"> • Utilize communication skills and strategies to participate in only safe and healthy activities. • Know emergency contact information and utilize school and community resources to protect personal safety. 							
<p>DSS.12.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interests through school and community activities. • Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. • Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong 							

learning and goal attainment.							
<p>DSS.12.7 <i>Develop Learning Skills</i></p> <ul style="list-style-type: none"> • Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). • Identify personal learning style(s) to maximize learning in various environments. • Identify support systems available to advance individual learning and seek help with needed. • Demonstrate the ability to work independently or collaboratively in various learning environments. 				appropriate for accomplishing classroom goals and solving problems every day			
<p>DSS.12.8 <i>Achieve School Success</i></p> <ul style="list-style-type: none"> • Exhibit personal responsibility to maximize learning. 				appropriate for accomplishing classroom goals and solving problems every day			

<ul style="list-style-type: none"> • Maintain attitudes, dispositions, and behaviors that enhance focus and success. • Apply goal setting techniques to maintain self-directed learning. • Use self-advocacy, school, and community resources and support services as needed. 							
<p>DSS.12.9 <i>Prepare for Post-Secondary Success</i></p> <ul style="list-style-type: none"> • Evaluate academic performance and course selections in relation to post-secondary options. • Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. • Explore alignment of high school courses, assessment results, and programs with 							

<p>identified post-secondary institutions.</p> <ul style="list-style-type: none"> • Identify and pursue options for earning post-secondary credits while in high school. • Identify and pursue options for paying for various post-secondary training options. 							
<p>DSS.12.10 <i>Plan to Achieve Goals</i></p> <ul style="list-style-type: none"> • Use personal data to refine academic plans and career/life goals. • Explore eligibility requirements and funding opportunities for various post-secondary options. • Secure assistance, as needed, for post-secondary planning and the application process. 							
<p>DSS.12.11 <i>Develop Career Awareness</i></p>							

<ul style="list-style-type: none"> • Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. • Explore career options in relation to career clusters and transferrable skills. • Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. 							
<p>DSS.12.12 <i>Develop Career and Life Plan</i></p> <ul style="list-style-type: none"> • Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. • Revise career/life plan to reflect changing personal data. 							

<p>DSS.12.13 <i>Careers and Life Success</i></p> <ul style="list-style-type: none"> • Determine how one's personal career plan impacts lifestyles and opportunities. • Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. • Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 				<p>appropriate for group work/lab work settings when students are working with others</p>			
<p>DSS.12.14 <i>Acquire a Diverse and Knowledgeable World View</i></p> <ul style="list-style-type: none"> • Describe how the characteristics of diverse world regions and individual communities 							

<p>contribute to varying world views.</p> <ul style="list-style-type: none"> Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. 							
<p>DSS.12.15 <i>Interact Respectfully with Diverse Cultures</i></p> <ul style="list-style-type: none"> Analyze global issues and events to gain an understanding of others' viewpoints. Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. Examine the influence of stereotyping and prejudice and how they impact relationships. 							
DSS.12.16				S.9-12.ETS.3			

<p><i>Promote Social Justice</i></p> <ul style="list-style-type: none"> • Adhere to classroom and school rules and community laws to protect individual rights and property. • Identify and discuss issues of social justice. 							
<p>DSS.12.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> • Demonstrate characteristics of successful leaders and team members to reach goals. • Exhibit leadership through service to improve the school and community. 							
<p>DSS.12.18 <i>Practice Financial Responsibility</i></p> <ul style="list-style-type: none"> • Access personal needs, wants, and values to develop a budget. • Investigate means of saving and investing to maintain long-term financial stability. • Evaluate the consequences of 							

<p>spending related to debt and debt management.</p> <ul style="list-style-type: none">• Recognize marketing approaches that lead to over-consumption and discuss ways to reject them.							
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Comments: