

Ninth Grade									
Student Success Standards	ELA	Math	Social Studies	Science	Wellness	The Arts		Foreign Language	
<p>DSS.9.1 <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. 	ELA.9.24 ELA.9.30 ELA.9.32 ELA.9.33				HE.15-18	DANCE DA.1.5 DA.1.13 DA.1.16 DA.2.15 DA.2.19 DA.3.16 DA.4.16 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	THEATRE TH.1.4 TH.1.12-13 TH.2.19 TH.3.7 TH.3.13 VISUAL ART VA.HS1.8 VA.HS1.12 VA.HS1.15 VA.HS2.8-9 VA.HS2.11-12 VA.HS2.17 VA.HS3.12 VA.HS4.11 VA.HS1.8 VA.SA1.13-14	Level I WL.I.22 WL.I.23 WL.I.26 WL.I.27 Level II WL.II.26 WL.II.27 WL.II.30 WL.II.31	
<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 skills to address and decrease bullying. 	ELA.9.30 ELA.9.33 ELA.9.35			Appropriate for group work/lab work settings	HE.15-19	MUSIC MU.AP.1.16 VISUAL ART VA.SA2.11 VA.SA2.14			
<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. 	ELA.9.30 ELA.9.32			Appropriate for group work/lab work settings	HE.15-16 HE.18 HE.24	DANCE DA.1.16-17 DA.2.7 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	Level I WL.I.1-2 WL.I.10 WL.I.16 WL.I.26-27	Level II WL.II.1-2 WL.II.27 WL.II.30-31	
<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. 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. 	ELA.9.31 ELA.9.32	MHM 1			HE.19 HE.30	DANCE DA.3.6 MUSIC MU.B.1.6 THEATRE TH.4.13 VISUAL ART MU.HAA.15	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning 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. 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. 				Appropriate for achieving classroom goals and solving problems every day	HE.17 HE.18 HE.31 HE.32	<p>THEATRE TH.4.2 VISUAL ART VA.SA2.3</p>	
<p>DSS.9.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Build upon personal skills and interests thought 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. 		MHM 1-8 contribute to establishing such habits			HE.19 HE.25-28	<p>VISUAL ART VA.HAA.8 VA.HAA.15</p>	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style.
<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. 	ELA.9.30 ELA.9.24 ELA.9.25	MHM 1 MHM 5 MHM 8		Appropriate for achieving classroom goals and solving problems every day	HE.14 HE.17 HE.18	<p>DANCE DA.2.5 DA.2.10 DA.3.4 MUSIC MU.S.3.11 MU.S.3.33 VISUAL ART VA.HS3.17</p>	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals.
<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 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. 		MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	HE.40	<p>THEATRE TH.4.13 VISUAL ART VA.HS2.9</p>	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals.
<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. 	ELA.9.26 ELA.9.27					<p>MUSIC MU.AP.2.12 VISUAL ART VA.HS3.18</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. 								
DSS.9.10 <i>Plan to Achieve Goals</i> <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. 	ELA.9.26 ELA.9.27					MUSIC MU.AP.2.12		
DSS.9.11 <i>Develop Career Awareness</i> <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. 	ELA.9.26 ELA.9.27					MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13 MU.AH.13 MU.TC.19-20	THEATRE TH.1.16 TH.2.16 TH.3.16	
DSS.9.12 <i>Develop Career and Life Plan</i> <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. 						MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.2.12		
DSS.9.13 <i>Careers and Life Success</i> <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. 	ELA.9.30 ELA.9.33 ELA.9.35	MHM 1 MHM 3		Appropriate for group work/lab work settings		DANCE DA.3.15 DA.4.15 MUSIC MU.S.1.32	Level I WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27	Level II WL.II.1-2 WL.II.6 WL.II.17 WL.II.27 WL.II.30-31
DSS.9.14 <i>Acquire a Diverse and Knowledgeable World View</i> <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. 	ELA.9.2 ELA.12.5 ELA.9.17 ELA.9.26 ELA.9.27 ELA.9.31		SS.W.4 SS.W.6 SS.W.8 SS.W.12 SS.W.13 SS.W.14		HE.12	DANCE DA.3.17 MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21 VISUAL ART VA.HS4.12	Level I WL.I.21-26 Level II WL.II.26-29	

<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>ELA.9.2 ELA.9.5 ELA.9.26 ELA.9.27 ELA.9.35</p>	<p>MHM 3</p>			<p>HE.12</p>	<p>DANCE DA.2.14 DA.4.15 MUSIC MU.AX.2.10 MU.T.1.8</p>	<p>VISUAL ART VA.HS4.15 VA.HAA.10-11 VA.HAA.14 VA.HAA.16</p>	<p>Level I WL.I.25-27</p> <p>Level II WL.II.27-31</p>
<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 protect individual rights and property. Identify and discuss issues of social justice. 	<p>ELA.9.26 ELA.9.27 ELA.9.30</p>			<p>S.9-12.ETS.3</p>	<p>PE.18</p>	<p>MUSIC MU.B.1.22 MU.AX.2.10</p>		
<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. 					<p>HE.37 HE.38 HE.40</p>			
<p>DSS.9.18 <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. Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. 		<p>Financial-based problems M.AMM.4 M.AMM.5 M.AMM.6 M.AMM.7 M.AMM.8</p>						

Mathematics

The mathematical content itself does not address the specific skills and dispositions described in the Student Success Standards. However, these skills and dispositions are well aligned with the Mathematical Habits of Mind (MHM). The Mathematical Habits of Mind describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

The Mathematical Habits of Mind rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

Although these standards are written for mathematics learning, the underlying skills of problem solving, communication, making connections, productive disposition and a belief in diligence and one’s own efficacy are the skills described in the Student Success Standards. As mathematics teachers provide opportunities for students to employ the Mathematical Habits of Mind while the students learn the content, students will be experiencing the dispositions of the Student Success Standards put into practice within the context of the learning of mathematics.

The Mathematical Habits of Mind are:

MHM1. Make sense of problems and persevere in solving them.

MHM3. Construct viable arguments and critique the reasoning of others.

MHM5. Use appropriate tools strategically.

MHM7. Look for and make use of structure.

MHM2. Reason abstractly and quantitatively.

MHM4. Model with mathematics.

MHM6. Attend to precision.

MHM8. Look for and express regularity in repeated reasoning.

Tenth Grade									
Student Success Standards	ELA	Math	Social Studies	Science	Wellness	The Arts		Foreign Language	
DSS.10.1 <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. 	ELA.10.24 ELA.10.30 ELA.10.32 ELA.10.33				HE.15-18	DANCE DA.1.5 DA.1.13 DA.1.16 DA.2.15 DA.2.19 DA.3.16 DA.4.16 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	THEATRE TH.1.4 TH.1.12-13 TH.2.19 TH.3.7 TH.3.13 VISUAL ART VA.HS1.8 VA.HS1.12 VA.HS1.15 VA.HS2.8-9 VA.HS2.11-12 VA.HS2.17 VA.HS3.12 VA.HS4.11 VA.HS1.8 VA.SA1.13-14	Level I WL.I.22 WL.I.23 WL.I.26 WL.I.27 Level II WL.II.26 WL.II.27 WL.II.30 WL.II.31	Level III WL.III.21 WL.III.22 WL.III.23 WL.III.24 WL.III.27
DSS.10.2 <i>Maintain Positive Relationships</i> <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 skills to address and decrease bullying. 	ELA.10.30 ELA.10.33 ELA.10.35			Appropriate for group work/lab work settings	HE.15-19	VISUAL ART VA.SA2.11 VA.SA2.14			
DSS.10.3 <i>Exhibit Respectful Behavior</i> <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. 	ELA.10.30 ELA.10.32			Appropriate for group work/lab work settings	HE.15 HE.16 HE.18 HE.24	DANCE DA.1.16 DA.1.17 DA.2.7 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5	MUSIC MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	Level I WL.I.1 WL.I.16 WL.I.22-23 WL.I.26-27	Level II WL.II.1-2 WL.II.27 WL.II.30-31 Level III WL.III.25 WL.III.27
DSS.10.4 <i>Decision Making and Personal Responsibility</i> <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. 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. 	ELA.10.31 ELA.10.32	MHM 1			HE.19 HE.30	DANCE DA.3.6 MUSIC MU.B.1.6 THEATRE TH.4.13 VISUAL ART MU.HAA.15		Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals.	
DSS.10.5 <i>Protect Emotional and Physical Safety</i> <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. 				Appropriate for achieving classroom goals and solving	HE.17 HE.18 HE.31 HE.32	THEATRE TH.4.2 VISUAL ART			

<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. 				problems every day		VA.SA2.3	
<p>DSS.10.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> • Build upon personal skills and interests thought 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. 		MHM 1-8 contribute to establishing such habits			HE.19 HE.25-28	VISUAL ART VA.HAA.8 VA.HAA.15	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals.
<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 various learning environments. 	ELA.10.24 ELA.10.25 ELA.10.30	MHM 1 MHM 5 MHM 8		Appropriate for achieving classroom goals and solving problems every day	HE.14 HE.17 HE.18	DANCE DA.2.5 DA.2.10 DA.3.4 MUSIC MU.S.3.11 MU.S.3.33 VISUAL ART VA.HS3.17	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style.
<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. 		MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	HE.40	THEATRE TH.4.13 VISUAL ART VA.HS2.9	Linguafolio®, an electronic language portfolio available, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals.
<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 relation to post-secondary choices. • 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. 	ELA.10.26 ELA.10.27					MUSIC MU.AP.2.12 VISUAL ART VA.HS3.18	

DSS.10.10 <i>Plan to Achieve Goals</i>	ELA.10.26 ELA.10.27					MUSIC MU.AP.2.12	
DSS.10.11 <i>Develop Career Awareness</i>	ELA.10.26 ELA.10.27					MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13 MU.AH.13 MU.TC.19-20	THEATRE TH.1.16 TH.2.16 TH.3.16
DSS.10.12 <i>Develop Career and Life Plan</i>						MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.2.12	
DSS.10.13 <i>Careers and Life Success</i>	ELA.10.30 ELA.10.33 ELA.10.35	MHM 1 MHM 3		Appropriate for group work/lab work settings		DANCE DA.3.15 DA.4.15 MUSIC MU.S.1.32	Level I WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27 Level II WL.II.1-2 WL.II.4 WL.II.6 Level III WL.III.3 WL.III.10 WL.III.13 WL.III.25 WL.III.27
DSS.10.14 <i>Acquire a Diverse and Knowledgeable World View</i>	ELA.10.2 ELA.10.5 ELA.10.26 ELA.10.27 ELA.10.31 ELA.10.17				HE.12	DANCE DA.3.17 MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21	Level I WL.I.21-26 Level II WL.II.26-29 Level III WL.III.22-23
DSS.10.15 <i>Interact Respectfully with Diverse Cultures</i>	ELA.10.2 ELA.10.5 ELA.10.26 ELA.10.27 ELA.10.35	MHM 3			HE.12	DANCE DA.2.14 DA.4.15 MUSIC MU.AX.2.10 MU.T.1.8	VISUAL ART VA.HS4.15 VA.HAA.10-11 VA.HAA.14 VA.HAA.16 Level I WL.I.25-27 Level II WL.II.27-31 Level III WL.III.24-27

DSS.10.16 <i>Promote Social Justice</i>	ELA.10.26 ELA.10.27 ELA.10.30			S.9-12.ETS.3	PE.18	MUSIC MU.B.1.22 MU.AX.2.10	
DSS.10.17 <i>Assume Responsible Leadership</i>					HE.37 HE.38 HE.40		
DSS.10.18 <i>Practice Financial Responsibility</i>		Financial-based problems M.AMM.4 M.AMM.5 M.AMM.6 M.AMM.7 M.AMM.8					

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DSS.11.4 <i>Decision Making and Personal Responsibility</i> <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. 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. 	ELA.11.31 ELA.11.32	MHM 1			HE.19 HE.30	DANCE DA.3.6 MUSIC MU.B.1.6 THEATRE TH.4.13 VISUAL ART MU.HAA.15 VA.HS4.12		Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning 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. 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. 				Appropriate for achieving classroom goals and solving problems every day	HE.17 HE.18 HE.31 HE.32	<p><u>THEATRE</u> TH.4.2</p> <p><u>VISUAL ART</u> VA.SA2.3</p>	
<p>DSS.11.6 <i>Develop Academic Motivation</i></p> <ul style="list-style-type: none"> Build upon personal skills and interests thought 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. 		MHM 1-8 contribute to establishing such habits			HE.19 HE.25-28	<p><u>VISUAL ART</u> VA.HAA.8 VA.HAA.15</p>	Linguafolio®, an electronic language portfolio available, provides the opportunity to identify ways to maximize learning according to their learning style and the opportunity to establish and monitor language learning goals.
<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. 	ELA.11.30 ELA.11.24 ELA.11.25	MHM 1 MHM 5 MHM 8		Appropriate for achieving classroom goals and solving problems every day	HE.14 HE.17 HE.18	<p><u>DANCE</u> DA.2.5 DA.2.10 DA.3.4</p> <p><u>MUSIC</u> MU.S.3.11 MU.S.3.33</p> <p><u>VISUAL ART</u> VA.HS3.17</p>	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals.
<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 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. 		MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	HE.40	<p><u>THEATRE</u> TH.4.13</p> <p><u>VISUAL ART</u> VA.HS2.9</p>	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style.
<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. 	ELA.11.26 ELA.11.27					<p><u>MUSIC</u> MU.AP.2.12</p> <p><u>VISUAL ART</u> VA.HS3.18</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. 									
DSS.11.10 <i>Plan to Achieve Goals</i> <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. 	ELA.11.26 ELA.11.27					MUSIC MU.AP.2.12			
DSS.11.11 <i>Develop Career Awareness</i> <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. 	ELA.11.26 ELA.11.27					MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13 MU.AH.13 MU.TC.19-20	THEATRE TH.1.16 TH.2.16 TH.3.16		
DSS.11.12 <i>Develop Career and Life Plan</i> <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. 						MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.2.12			
DSS.11.13 <i>Careers and Life Success</i> <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. 	ELA.11.30 ELA.11.33 ELA.11.35	MHM 1 MHM 3		Appropriate for group work/lab work settings		DANCE DA.3.15 DA.4.15 MUSIC MU.S.1.32	Level I WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27 Level II WL.II.1-2 WL.II.4 WL.II.6 WL.II.17 WL.II.27 WL.II.30-31	Level III WL.III.3 WL.III.10 WL.III.13 WL.III.25 WL.III.27 Level IV WL.IV.3 WL.IV.6 WL.IV.10 WL.IV.25-26 WL.IV.28	
DSS.11.14 <i>Acquire a Diverse and Knowledgeable World View</i> <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. 	ELA.11.2 ELA.11.5 ELA.11.26 ELA.11.27 ELA.11.31 ELA.11.17				HE.12	DANCE DA.3.17 MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21 VISUAL ART VA.HS4.12	Level I WL.I.21-26 Level II WL.II.26-29 Level III WL.III.22-23 Level IV WL.IV.23-24		
DSS.11.15 <i>Interact Respectfully with Diverse Cultures</i> <ul style="list-style-type: none"> Analyze global issues and events to gain an understanding of others' viewpoints. 	ELA.11.2 ELA.11.5 ELA.11.26 ELA.11.27 ELA.11.35	MHM 3			HE.12	DANCE DA.2.14 DA.4.15 MUSIC MU.AX.2.10	VISUAL ART VA.HS4.15 VA.HAA.10-11 VA.HAA.14 VA.HAA.16	Level II WL.II.27-31 Level III WL.III.24-25 WL.III.27	Level IV WL.IV.21 WL.IV.23-26 WL.IV.28

<ul style="list-style-type: none"> 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. 						MU.T.1.8	
DSS.11.16 <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. 	ELA.11.26 ELA.11.27 ELA.11.30			S.9-12.ETS.3	PE.18	MUSIC MU.B.1.22 MU.AX.2.10	
DSS.11.17 <i>Assume Responsible Leadership</i> <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. 					HE.37 HE.38 HE.40		
DSS.11.18 <i>Practice Financial Responsibility</i> <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 consequence of spending related to debt and debt management. Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. 		Financial-based problems M.AMM.4 M.AMM.5 M.AMM.6 M.AMM.7 M.AMM.8					

Mathematics

The mathematical content itself does not address the specific skills and dispositions described in the Student Success Standards. However, these skills and dispositions are well aligned with the Mathematical Habits of Mind (MHM). The Mathematical Habits of Mind describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

The Mathematical Habits of Mind rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

Although these standards are written for mathematics learning, the underlying skills of problem solving, communication, making connections, productive disposition and a belief in diligence and one’s own efficacy are the skills described in the Student Success Standards. As mathematics teachers provide opportunities for students to employ the Mathematical Habits of Mind while the students learn the content, students will be experiencing the dispositions of the Student Success Standards put into practice within the context of the learning of mathematics.

The Mathematical Habits of Mind are:

MHM1. Make sense of problems and persevere in solving them.

MHM3. Construct viable arguments and critique the reasoning of others.

MHM5. Use appropriate tools strategically.

MHM7. Look for and make use of structure.

MHM2. Reason abstractly and quantitatively.

MHM4. Model with mathematics.

MHM6. Attend to precision.

MHM8. Look for and express regularity in repeated reasoning.

Twelfth Grade									
Student Success Standards	ELA	Math	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. 	ELA.12.24 ELA.12.30 ELA.12.32 ELA.12.33					DANCE DA.1.5 DA.1.13 DA.1.16 DA.2.15 DA.2.19 DA.3.16 DA.4.16 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	THEATRE TH.1.4 TH.1.12-13 TH.2.19 TH.3.7 TH.3.13 VISUAL ART VA.HS1.8 VA.HS1.12 VA.HS1.15 VA.HS2.8-9 VA.HS2.11-12 VA.HS2.17 VA.HS3.12 VA.HS4.11 VA.HS1.8 VA.SA1.13-14	Level I WL.I.22-23 WL.I.26-27 Level II WL.II.26-27 WL.II.30-31 Level III WL.III.21-24	WL.III.27 Level IV WL.IV.23-24 WL.IV.28 Level V WL.V.18 WL.V.23-24 WL.V.28
DSS.12.2 <i>Maintain Positive Relationships</i> <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 skills to address and decrease bullying. 	ELA.12.30 ELA.12.33 ELA.12.35			Appropriate for group work/lab work settings	HE.15-19	VISUAL ART VA.SA2.11 VA.SA2.14			
DSS.12.3 <i>Exhibit Respectful Behavior</i> <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. 	ELA.12.30 ELA.12.32			Appropriate for group work/lab work settings	HE.15 HE.16 HE.18 HE.24	DANCE DA.1.16-17 DA.2.7 MUSIC MU.C.1.3 MU.C.2.2 MU.B.1.5	MU.B.1.22 MU.S.2.31 MU.AH.1 MU.AH.12 MU.AH.15-16	Level I WL.I.1 WL.I.16 WL.I.22-23 WL.I.26-27 Level II WL.II.1-2 WL.II.27 WL.II.30-31	Level III WL.III.25 WL.III.27 Level IV WL.IV.3 WL.IV.25-26 WL.IV.28 Level V WL.V.25-27
DSS.12.4 <i>Decision Making and Personal Responsibility</i> <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. 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. 	ELA.12.31 ELA.12.32	MHM 1			HE.19 HE.30	DANCE DA.3.6 MUSIC MU.B.1.6 THEATRE TH.4.13 VISUAL ART MU.HAA.15			Linguafolio®, an electronic language portfolio available to WV students, provides the opportunity to establish and monitor language learning goals.
DSS.12.5 <i>Protect Emotional and Physical Safety</i> <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. 				Appropriate for achieving classroom goals and solving	HE.17 HE.18 HE.31 HE.32	THEATRE TH.4.2 VISUAL ART VA.SA2.3			

<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. 				problems every day			
<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. 		MHM 1-8			HE.19 HE.25-28	VISUAL ART VA.HAA.8 VA.HAA.15	Linguafolio®, an electronic language portfolio available to students, provides opportunity to maximize learning according to their learning style and the opportunity to establish and monitor language learning goals.
<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 when needed. Demonstrate the ability to work independently or collaboratively in various learning environments. 	ELA.12.24 ELA.12.25 ELA.12.30	MHM 1 MHM 5 MHM 8		Appropriate for achieving classroom goals and solving problems every day	HE.14 HE.17 HE.18	DANCE DA.2.5 DA.2.10 DA.3.4 MUSIC MU.S.3.11 MU.S.3.33 VISUAL ART VA.HS3.17	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals.
<p>DSS.12.8 <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. 		MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	HE.40	THEATRE TH.4.13 VISUAL ART VA.HS2.9	Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals.
<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 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. 	ELA.12.26 ELA.12.27		SS.C.30 SS.C.31 SS.C.32 SS.C.33			MUSIC MU.AP.2.12 VISUAL ART VA.HS3.18	
<p>DSS.12.10 <i>Plan to Achieve Goals</i></p>	ELA.12.26 ELA.12.27		SS.C.30 SS.C.31 SS.C.32			MUSIC MU.AP.2.12	

<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. 			SS.C.33						
DSS.12.11 <i>Develop Career Awareness</i> <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. 	ELA.12.26 ELA.12.27		SS.C.30 SS.C.31 SS.C.32 SS.C.33			MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13 MU.AH.13	MU.TC.19 MU.TC.20 THEATRE TH.1.16 TH.2.16 TH.3.16		
DSS.12.12 <i>Develop Career and Life Plan</i> <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. 			SS.C.30 SS.C.31 SS.C.32 SS.C.33			MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.2.12			
DSS.12.13 <i>Careers and Life Success</i> <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. 	ELA.12.30 ELA.12.33 ELA.12.35	MHM 1 MHM 3	SS.C.30 SS.C.31 SS.C.32 SS.C.33	Appropriate for group work/lab work settings		DANCE DA.3.15 DA.4.15 MUSIC MU.S.1.32	Level I WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27 Level II WL.II.1-2 WL.II.4 WL.II.6 WL.II.17 WL.II.27 WL.II.30-31 Level III WL.III.3	Level III WL.III.10 WL.III.13 WL.III.25 WL.III.27 Level IV WL.IV.3 WL.IV.6 WL.IV.10 WL.IV.25-26 WL.IV.28 Level V WL.V.3 WL.V.5 WL.V.25-28	
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DSS.12.16 <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. 	ELA.12.26 ELA.12.27 ELA.12.30			S.9-12.ETS.3	PE.18	MUSIC MU.B.1.22 MU.AX.2.10	
DSS.12.17 <i>Assume Responsible Leadership</i> <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. 					HE.37 HE.38 HE.40		
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