

Sixth Grade						
Student Success Standards	ELA	Math	Social Studies	Science	Wellness	The Arts
<p>DSS.6.1 <i>Understand Self and Others</i></p> <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. 	ELA.6.24 ELA.6.30 ELA.6.32 ELA.6.33	MHM 3	SS.6.2 SS.6.5 SS.19 SS.21 SS.24		WE.6.19-21	MUSIC MU.6-8.1 MU.6-8.3 MU.6-8.15 MU.6-8.19 MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 VISUAL ART VA.6-8.5 VA.6-8.7-8.9
<p>DSS.6.2 <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. 	ELA.6.30 ELA.6.33 ELA.6.35			Appropriate for group work/lab work settings	WE.6.19-21	MUSIC MU.6-8.19 MU.AP.1.16
<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. 	ELA.6.30 ELA.6.32	MHM 3		Appropriate for group work/lab work settings	WE.6.14 WE.6.19-21	MUSIC MU.6-8.14 MU.AP.1.16 MU.B.1.23-24 MU.B.2.20 MU.C.1.4 MU.S.1.25 MU.S.1.32 MU.S.2.40
<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 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 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. 	ELA.6.31 ELA.6.32	MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	WE.6.23-28	MU.B.1.6
<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, peer support, adult or professional help. 				Appropriate for group work/lab work settings	WE.6.17 WE.6.19-22	

<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 school success, academic achievement and future career success. 		MHM 1-8			WE.6.28-30	<u>VISUAL ART</u> VA.6-8.5 VA.6-8.9 VA.6-8.10
<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. 	ELA.6.24 ELA.6.25 ELA.6.30	MHM 1-8		Appropriate for achieving classroom goals and solving problems every day	WE.6.52	<u>MUSIC</u> MU.S.3.11 MU.S.3.33 <u>VISUAL ART</u> VA.6-8.2 VA.6-8.6 VA.6-8.8
<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 self-direction and improve school performance. • Identify and utilize school and community resources and support services when needed. 		MHM 1 MHM 3 MHM 5 MHM 6		Appropriate for achieving classroom goals and solving problems every day	WE.6.28-30	
<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. 	ELA.6.26 ELA.6.27				WE.6.23 WE.6.27	<u>MUSIC</u> MU.AP.2.12
<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 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 various post-secondary options. 	ELA.6.26 ELA.6.27				WE.6.28-30	<u>MUSIC</u> MU.AP.2.12 <u>VISUAL ART</u> VA.6-8.10

<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 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>ELA.6.26 ELA.6.27</p>	<p>MHM 1 MHM 3</p>				<p>MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13</p>
<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>MUSIC MU.C.2.20 MU.C.3.21 MU.S.1.14 MU.T.2.12</p>
<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. Practice expected workplace dispositions and behaviors. Explore the need for lifelong learning as situations and responsibilities change requiring new knowledge and skills. 	<p>ELA.6.30 ELA.6.33 ELA.6.35</p>			<p>Appropriate for group work/lab work settings</p>	<p>WE.6.28</p>	<p>MUSIC MU.S.1.32</p>
<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>ELA.6.2 ELA.6.5 ELA.6.17 ELA.6.26 ELA.6.27 ELA.6.31</p>		<p>SS.6.2 SS.6.6 SS.6.7</p>		<p>WE.6.11</p>	<p>MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21</p>
<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>ELA.6.2 ELA.6.5 ELA.6.26 ELA.6.27 ELA.6.35</p>		<p>SS.6.2 SS.6.6 SS.6.7 SS.19-24</p>		<p>WE.6.11 WE.6.14</p>	<p>MUSIC MU.6-8.16 MU.AX.2.10 MU.T.1.8 VISUAL ART VA.6-8.4 VA.6-8.8</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. Identify and discuss issues of social justice. Investigate programs for advocacy and promotion of social justice. 	<p>ELA.6.26 ELA.6.27 ELA.6.30</p>		<p>SS.6.6</p>	<p>S.6-8.ETS.1</p>		<p>MUSIC MU.AX.2.10 MU.B.1.22</p>
<p>DSS6.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Identify the qualities of successful leaders. Exhibit leadership to improve school and the local community. 						
<p>DSS.6.18 <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. 		<p>Financial-based problems M.6.2</p>				

<ul style="list-style-type: none"> • 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). 		M.6.3 M.7.2 M.7.3 M.8.7				
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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.

Seventh Grade							
Student Success Standards	ELA	Math	Social Studies	Science	Wellness	The Arts	Foreign Language
<p>DSS.7.1 <i>Understand Self and Others</i></p> <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. 	ELA.7.24 ELA.7.30 ELA.7.32 ELA.7.33	MHM 3	SS.7.4		WE.7.11 WE.7.20 WE.7.21	MUSIC MU.6-8.1 MU.6-8.3 MU.6-8.15 MU.6-8.19 MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 VISUAL ART VA.6-8.5 VA.6-8.7-8.9	Exploratory WL.EX.17 WL.EX.18 Level IA WL.I.22 WL.I.23 WL.I.26 WL.I.27
<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. 	ELA.7.30 ELA.7.33 ELA.7.35			Appropriate for group work/lab work settings	WE.7.20-23 WE.7.26 WE.7.52	MUSIC MU.6-8.19 MU.AP.1.16	Exploratory WL.EX.17 WL.EX.18 Level IA WL.I.1 WL.I.26 WL.I.27
<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. 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. 	ELA.7.30 ELA.7.32	MHM 3		Appropriate for group work/lab work settings	WE.7.22 WE.7.31	MUSIC MU.6-8.14 MU.AP.1.16 MU.B.1.23-24 MU.B.2.20 MU.C.1.4 MU.S.1.25 MU.S.1.32 MU.S.2.40	Exploratory WL.EX.1-2 WL.EX.6 WL.EX.17-18 Level IA WL.I.1-2 WL.I.10 WL.I.16 WL.I.26-27
<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 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. 	ELA.7.31 ELA.7.32	MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	WE.7.29 WE.7.30	MU.B.1.6	Linguafolio®, an electronic language portfolio available, provides the opportunity to establish and monitor language learning goals.

<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, 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. 				Appropriate for group work/lab work settings	WE.7.31-35		
<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. 		MHM 1-8					
<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. 	ELA.7.30 ELA.7.24 ELA.7.25	MHM 1-8		Appropriate for achieving classroom goals and solving problems every day	WE.7.51	MUSIC MU.S.3.11 MU.S.3.33	Linguafolio®, an electronic language portfolio available, provides opportunities to maximize learning according to learning styles.
<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-direction and improve school performance. Identify and utilize school and community resources and support services when needed. 		MHM 1 MHM 3 MHM 5 MHM 6		Appropriate for achieving classroom goals and solving problems every day	WE.7.18		
<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 preparedness for success. 	ELA.7.26 ELA.7.27				WE.7.5 WE.7.31-32	MUSIC MU.AP.2.12	
<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. 	ELA.7.26 ELA.7.27				WE.7.28-30 WE.7.48	MUSIC MU.AP.2.12 VISUAL ART VA.6-8.10	

<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. 							
DSS.7.11 <i>Develop Career Awareness</i> <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. 	ELA.7.26 ELA.7.27	MHM 1 MHM 3				MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13	
DSS.7.12 <i>Develop Career and Life Plan</i> <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. 						MUSIC MU.C.2.20 MU.C.3.21 MU.S.1.14 MU.T.2.12	
DSS.7.13 <i>Careers and Life Success</i> <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. 				Appropriate for group work/lab work settings		MUSIC MU.S.1.32	Exploratory WL.EX.18 Level IA WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27
DSS.7.14 <i>Acquire a Diverse and Knowledgeable World View</i> <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). 	ELA.7.2 ELA.7.5 ELA.7.17 ELA.7.26-27 ELA.7.30-31 ELA.7.33 ELA.7.35		SS.7.3 SS.7.4 SS.7.13 SS.7.17		WE.7.9-15	MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21	Exploratory WL.EX.15-18 Level IA WL.I.23-26
DSS.7.15 <i>Interact Respectfully with Diverse Cultures</i> <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. 	ELA.7.2 ELA.7.5 ELA.7.26 ELA.7.27 ELA.7.35		SS.7.4 SS.7.17 SS.7.18 SS.7.19 SS.7.20		WE.7.9-15	MUSIC MU.6-8.16 MU.AX.2.10 MU.T.1.8 VISUAL ART VA.6-8.4 VA.6-8.8	Exploratory WL.EX.15-18 Level IA WL.I.21-27

<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. Investigate programs for advocacy and promotion of social justice. 	<p>ELA.7.26 ELA.7.27 ELA.7.30</p>			<p>S.6-8.ETS.1</p>		<p>MUSIC MU.AX.2.10 MU.B.1.22</p>	
<p>DSS.7.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Identify the qualities of successful leaders. Exhibit leadership to improve school and the local community. 							
<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). 		<p>Financial-based problems. M.6.2 M.6.3 M.7.2 M.7.3 M.8.7</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.

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MHM4. Model with mathematics.

MHM6. Attend to precision.

MHM8. Look for and express regularity in repeated reasoning.

Eighth Grade							
Student Success Standards	ELA	Math	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. 	ELA.8.24 ELA.8.30 ELA.8.32 ELA.8.33	MHM 3			WE.8.13-16	MUSIC MU.6-8.1 MU.6-8.3 MU.6-8.15 MU.6-8.19 MU.C.1.3 MU.C.2.2 MU.B.1.5 MU.B.1.22 MU.S.2.31 VISUAL ART VA.6-8.5 VA.6-8.7-9	Level IB or Level I WL.1.22 WL.1.23 WL.1.26 WL.I.27
DSS.8.2 <i>Maintain Positive Relationships</i> <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. 	ELA.8.30 ELA.8.33 ELA.8.35			Appropriate for group work/lab work settings	WE.8.13-16	MUSIC MU.6-8.19 MU.AP.1.16	Level IB or Level I WL.I.1 WL.I.26 WL.I.27
DSS.8.3 <i>Exhibit Respectful Behavior</i> <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. 	ELA.8.30 ELA.8.32	MHM 3		Appropriate for group work/lab work settings	WE.8.13-16	MUSIC MU.6-8.14 MU.AP.1.16 MU.B.1.23-24 MU.B.2.20 MU.C.1.4 MU.S.1.25 MU.S.1.32 MU.S.2.40	Level IB or Level I WL.I.1 WL.I.2 WL.I.10 WL.I.16 WL.I.26 WL.I.27
DSS.8.4 <i>Decision Making and Personal Responsibility</i> <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 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. 	ELA.8.31 ELA.8.32	MHM 1 MHM 3		Appropriate for achieving classroom goals and solving problems every day	WE.8.23 WE.8.26-28	MUSIC MU.B.1.6	Linguafolio®, an electronic language portfolio provides the opportunity to establish and monitor language learning goals.
DSS.8.5 <i>Protect Emotional and Physical Safety</i>				Appropriate for group work/lab work settings	WE.8.14 WE.8.16 WE.8.21		

<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. 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. 		MHM 1-8					
<p>DSS.8.7 <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. 	ELA.8.30 ELA.8.24 ELA.8.25	MHM 1-8		Appropriate for achieving classroom goals and solving problems every day	WE.8.32	MUSIC MU.S.3.11 MU.S.3.33	Linguafolio®, an electronic language portfolio available, provides the opportunity to identify ways to maximize learning according to their learning style.
<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. Identify and utilize school and community resources and support services when needed. 		MHM 1, MHM 3, MHM 5, MHM 6		Appropriate for achieving classroom goals and solving problems every day	WE.8.26-30		
<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. 	ELA.8.26 ELA.8.27		SS.8.12		WE.8.26 WE.8.27	MUSIC MU.AP.2.12	
<p>DSS.8.10 <i>Plan to Achieve Goals</i></p>	ELA.8.26 ELA.8.27		SS.8.12			MUSIC MU.AP.2.12	

<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 various post-secondary options. 						VISUAL ART VA.6-8.10	
<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. 	ELA.8.26 ELA.8.27	MHM 1, MHM 3				MUSIC MU.C.2.20 MU.C.3.21 MU.S.3.11 MU.T.1.13	
<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. • Begin to develop a possible career/life plan that explores educational credentials, skills, and career progressions. 						MUSIC MU.C.2.20 MU.C.3.21 MU.S.1.14 MU.T.2.12	
<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. 				Appropriate for group work/lab work settings		MUSIC MU.S.1.32	Level IB or Level I WL.I.1-2 WL.I.6 WL.I.10 WL.I.23 WL.I.26-27
<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 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). 	ELA.8.2 ELA.8.5 ELA.8.17 ELA.8.26-27 ELA.8.30-31 ELA.8.33 ELA.8.35				WE.8.9	MUSIC MU.C.1.3 MU.C.1.21 MU.B.1.21	Level IB or Level I WL.I.21 WL.I.22 WL.I.23 WL.I.24 WL.I.25 WL.I.27
<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. • Describe how stereotyping and prejudices impact interpersonal relationships. 	ELA.8.2 ELA.8.5 ELA.8.26 ELA.8.27 ELA.8.35		SS.8.20 SS.8.21 SS.8.22 SS.8.23 SS.8.24 SS.8.25 SS.8.26		WE.8.13 WE.8.14 WE.8.16	MUSIC MU.6-8.16 MU.AX.2.10 MU.T.1.8 VISUAL ART VA.6-8.4 VA.6-8.8	Level IB or Level I WL.I.23 WL.I.24 WL.I.25 WL.I.26 WL.I.27

<p>DSS.8.16 <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. Investigate programs for advocacy and promotion of social justice. 	<p>ELA.8.26 ELA.8.27 ELA.8.30</p>		<p>SS.8.2 SS.8.3</p>	<p>S.6-8.ETS.1</p>	<p>WE.8.51</p>	<p>MUSIC MU.AX.2.10 MU.B.1.22</p>	
<p>DSS.8.17 <i>Assume Responsible Leadership</i></p> <ul style="list-style-type: none"> Identify the qualities of successful leaders. Exhibit leadership to improve school and the local community. 							
<p>DSS.8.18 <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, 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). 		<p>Financial-based problems M.6.2 M.6.3 M.7.2 M.7.3 M.8.7</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.