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| **Kindergarten** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.K.1  *Understand Self and Others*   * Relate self to others. * Develop positive relationships with other children and adults. | *ELA.K.6*  ELA.K.17  ELA.K.30  ELA.K.32  ELA.K.33 | MHM 2 | SS.K.1  SS.K.2  SS.K.14  SS.K.17 | ARGUE  INFO | WE.K.15 | *VA.S.K.2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.K.2  *Maintain Positive Relationships*   * Use appropriate communication skills to initiate or join classroom activities. * Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. | *ELA.K.1 through ELA.K.37* | MHM 2 | SS.K.1  SS.K.2  SS.K.3  SS.K.4 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K.2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.K.3  *Exhibit Respectful Behavior*   * Show respect and caring behavior toward others. | *ELA.K.1 through ELA.K.37* | MHM 2 | SS.K.1  SS.K.2  SS.K.3  SS.K.4 | ARGUE  INFO | *WE.K.1 through WE.K.31*  *WE.K.30 specific* | *VA.K.2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.K.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.K.25* | MHM 1 MHM 2 MHM 6 MHM 7 | SS.K.1  SS.K.3 | QUESTION  EXPLAIN | *WE.K1 through WE.K.31* | *VA.K-2.2*  *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.2*  *VA.3-5.4*  *VA.3-5.6* |
| DSS.K.5  *Protect Emotional and Physical Safety*   * 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. | *ELA.K.1*  *ELA.K.2*  *ELA.K.3*  *ELA.K.25* | *MHM2* | SS.K.2  SS.K.3  SS.K.5  SS.K.6  SS.K.8  SS.K.14 | ARGUE | *WE.K.5*  *WE.K.6*  *WE.K.12*  *WE.K.13*  *WE.K.16* |  |
| DSS.K.6  *Develop Academic Motivation*   * Identify personal skills, interests, 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 | *ELA.K.1 through ELA.K.37* | MHM 1 MHM 3 MHM 4 MHM 7 | SS.K.1  SS.K.2  SS.K.3  SS.K.14  SS.K.17 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.11*  *MU.K-2.14*  *MU.K-2.13*  *MU.3-5.1* |
| DSS.K.7  *Develop Learning Skills*   * 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. | *ELA.K.1 through ELA.K.37* | *MHM2*  *MHM4* | SS.K.1  SS.K.2  SS.K.3  SS.K.4  SS.K.7  SS.K.20 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.K.8  *Achieve School Success*   * Accept guidance and direction from a variety of familiar adults. * Develop increased ability to make choices from identified options. | *ELA.K.1 through ELA.K.37* | MHM 2 MHM 7 | SS.K-1 through SS.K.22 | QUESTION  DATA  EXPLAIN | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.K.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for learning. * Develop an awareness of the roles of familiar community members and adults. | *ELA.K.1 through ELA.K.6*  *ELA.K.13 through ELA.K.17* |  | SS.K.1 through SS.K.22  SS.K.5  SS.K.15  SS.K.17 | QUESTION  INFO | *WE.K.4*  *WE.K.13* |  |
| DSS.K.10  *Plan to Achieve Goals*   * Explore the steps used in developing a plan. * Make short-term and long-term plans, as appropriate. * Persist in activities to achieve goals. | *ELA.K.1 through ELA.K.6*  *ELA.K.23 through ELA.K.25* | *MHM 7* | *SS.K.14*  *SS.K.16*  *SS.K.17* | PLAN  EXPLAIN |  | *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* |
| DSS.K.11  *Develop Career Awareness*   * Identify and describe roles and relationships among community members. | *ELA.K.1 through ELA.K.6*  *ELA.K.13 through ELA.K.19*  *ELA.K.23 through ELA.K.25* |  | SS.K.4  SS.K.15 |  | *WE.K.4*  *WE.K.13* | *MU.3-5.21* |
| DSS.K.12  *Develop Career and Life Plan*   * Identify various careers in the community. | *ELA.K.1 through ELA.K.6*  *ELA.K.13 through ELA.K.19*  *ELA.K.23 through ELA.K.25* |  | SS.K.5 |  | *WE.K.4* |  |
| DSS.K.13  *Careers and Life Success*   * 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). | *ELA.K.1 through ELA.K.37* | MHM 1 MHM 2 MHM 3 MHM 4 MHM 5 MHM 6 MHM 7 MHM 8 | SS.K.1 through SS.K.22 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through VA.3-5.10*  *MU K-2.1 through MU.3-5.21* |
| DSS.K.14  *Acquire a Diverse and Knowledgeable World View*   * Understand and describe the interactive roles and relationships among family members and classroom community. | *ELA.K.1 through ELA.K.6*  *ELA.K.13 through ELA.K.19*  *ELA.K.23 through ELA.K.25* | *MHM7* | SS.K.3  SS.K.4  SS.K.17 | ARGUE  INFO |  |  |
| DSS.K.15  *Interact Respectfully with Diverse Cultures*   * 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. | *ELA.K.1 through ELA.K.6*  *ELA.K.13 through ELA.K.19*  *ELA.K.23 through ELA.K.25* | *MHM2* | SS.K.12  SS.K.16  SS.K.17 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.K.16  *Promote Social Justice*   * Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. | *ELA.K.1 through ELA.K.37* | *MHM7* | SS.K.1 through SS.K.22 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.K-5.21* |
| DSS.K.17  *Assume Responsible Leadership*   * Demonstrate an increasing ability to provide leadership during collaborative tasks. | *ELA.K.1 through ELA.K.37* | *MHM7*  *MHM8* | SS.K.1  SS.K.2  SS.K.3  SS.K.4 | QUESTION  PLAN  EXPLAIN  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10* |
| DSS.K.18  *Practice Financial Responsibility*   * Understand that items have value | *ELA.K.1*  *ELA.K.5*  *ELA.K.6*  *ELA.K.15* | *MHM3* | *SS.K.1*  *SS.K.6*  *SS.K.7*  *SS.K.8* | ARGUE  INFO |  | *VA.K-2.3*  *VA.3-5.3* |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |

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| **First Grade** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.1.1  *Understand Self and Others*   * Relate self to others. * Develop positive relationships with other children and adults. | *ELA.1.6*  *ELA.1.17*  *ELA.1.30*  *ELA.1.32*  *ELA.1.33* | *MHM2* | SS.1.1  SS.1.2  SS.1.4  SS.1.5 | ARGUE  INFO | *WE.1.13*  *WE.1.14* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.2  *Maintain Positive Relationships*   * Use appropriate communication skills to initiate or join classroom activities. * Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. | *ELA.1.1 through ELA 1.41* | *MHM2* | SS.1.1  SS.1.5 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.3  *Exhibit Respectful Behavior*   * Show respect and caring behavior toward others. | *ELA.1.1 through ELA 1.41* | *MHM2* | SS.1.1  SS.1.2 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.1.24*  *ELA.1.25* | *MHM2*  *MHM2*  *MHM6*  *MHM7* | SS.1.2  SS.1.5  SS.1.7 | QUESTION  EXPLAIN |  | *VA.K-2.2*  *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.2*  *VA.3-5.4*  *VA.3-5.6* |
| DSS.1.5  *Protect Emotional and Physical Safety*   * 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. | *ELA.1.1 through ELA.1.6.* | *MHM2* | SS.1.1  SS.1.2  SS.1.5  SS.1.7 | ARGUE | *WE.1.4*  *WE.1.5*  *WE.1.13*  *WE.1.14*  *WE.1.15* |  |
| DSS.1.6  *Develop Academic Motivation*   * Identify personal skills, interests, 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 | *ELA.1.1 through ELA.1.41* | *MHM1*  *MHM3*  *MHM4*  *MHM7* | SS.1.1 through SS.1.25 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.11*  *MU.K-2.14*  *MU.K-2.13*  *MU.3-5.1* |
| DSS.1.7  *Develop Learning Skills*   * 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. | *ELA.1.1 through ELA.1.41* | *MHM2*  *MHM4* | SS.1.1  SS.1.1 through SS.1.25 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.8  *Achieve School Success*   * Accept guidance and direction from a variety of familiar adults. * Develop increased ability to make choices from identified options. | *ELA.1.1 through ELA.1.41* | *MHM2*  *MHM7* | SS.1.4  SS.1.5 | QUESTION  DATA  EXPLAIN | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for learning. * Develop an awareness of the roles of familiar community members and adults. | *ELA.1.1 through ELA.1.6*  *ELA.1.13 through ELA.1.17*  *ELA.1.23 through*  *ELA.1.25* |  | SS.1.4  SS.1.5  SS.1.23 | QUESTION  INFO | *WE.1.4* |  |
| DSS.1.10  *Plan to Achieve Goals*   * Explore the steps used in developing a plan. * Make short-term and long-term plans, as appropriate. * Persist in activities to achieve goals. | *ELA.1.1 through ELA.1.6*  *ELA.1.24*  *ELA.1.25* | *MHM7* | SS.1.2  SS.1.5  SS.1.21 | PLAN  EXPLAIN |  | *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* |
| DSS.1.11  *Develop Career Awareness*   * Identify and describe roles and relationships among community members. | *ELA.1.1 through ELA.1.6*  *ELA.1.13*  *ELA.1.17*  *ELA.1.23*  *ELA.1.24*  *ELA.1.25* |  | SS.1.4  SS.1.6  SS.1.9  SS.1.20  SS.1.23 |  | *WE.1.4*  *WE.1.5* | *MU.3-5.21* |
| DSS.1.12  *Develop Career and Life Plan*   * Identify various careers in the community. | *ELA.1.1 through ELA.1.6*  *ELA.1.13 through ELA.1.17*  *ELA.1.23*  *ELA.1.24*  *ELA.1.25* |  | SS.1.5  SS.1.6  SS.1.20  SS.1.23 |  | *WE.1.4* | *MU.3-5.21* |
| DSS.1.13  *Careers and Life Success*   * 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). | *ELA.1.1 through ELA.1.41* | *MHM1*  *MHM2*  *MHM3*  *MHM4*  *MHM5*  *MHM6*  *MHM7*  *MHM8* | SS.1.1  SS.1.3  SS.1.4  SS.1.1 through SS.1.25 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.14  *Acquire a Diverse and Knowledgeable World View*   * Understand and describe the interactive roles and relationships among family members and classroom community. | *ELA.1.1 through ELA.1.6*  *ELA.1.13*  *ELA.1.18 ELA.1.19*  *ELA.1.23*  *ELA.1.24*  *ELA.1.25* | *MHM7* | SS.1.1  SS.1.2  SS.1.4  SS.1.18  SS.1.20  SS.1.25 | ARGUE  INFO | *WE.1.14*  *WE.1.15* |  |
| DSS.1.15  *Interact Respectfully with Diverse Cultures*   * 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. | *ELA.1.1 through ELA.1.6*  *ELA.1.13 through ELA.1.17*  *ELA.1.18*  *ELA.1.19*  *ELA.1.23*  *ELA.1.24*  *ELA.1.25* | *MHM2* | SS.1.1  SS.1.19  SS.1.20  SS.1.21  SS.1.25 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.1.16  *Promote Social Justice*   * Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. | *ELA.1.1 through ELA.1.41* | *MHM7* | SS.1.1 through SS.1.25 | ARGUE  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.17  *Assume Responsible Leadership*   * Demonstrate an increasing ability to provide leadership during collaborative tasks. | *ELA.1.1 through ELA.1.41* | *MHM7*  *MHM8* | SS.1.1 through SS.1.25 | QUESTION  PLAN  EXPLAIN  INFO | *WE.K.1 through WE.K.31* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.1.18  *Practice Financial Responsibility*   * Understand that items have value | *ELA.1.1*  *ELA.1.5*  *ELA.1.6*  *ELA.1.17* | *MHM3* | SS.1.7  SS.1.8  SS.1.9 | ARGUE  INFO |  | *VA.K-2.3*  *VA.3-5.3* |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |

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| **Second Grade** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.2.1  *Understand Self and Others*   * Relate self to others. * Develop positive relationships with other children and adults. | *ELA.2.6*  *ELA.2.17*  *ELA.2.30*  *ELA.2.32*  *ELA.2.33* | *MHM2* | *SS.2.1*  *SS.2.3* | ARGUE  INFO | *WE.2.15*  *WE.2.27* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.2  *Maintain Positive Relationships*   * Use appropriate communication skills to initiate or join classroom activities. * Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. | *ELA.2.1 through ELA.2.41* | *MHM2* | SS.2.1 though  SS.2.21 | ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.3  *Exhibit Respectful Behavior*   * Show respect and caring behavior toward others. | *ELA.2.1 through ELA.2.41* | *MHM2* | SS.2.1 though  SS.2.21 | ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.2.24*  *ELA.2.25* | *MHM1*  *MHM2*  *MHM6*  *MHM7* | SS.2.3  SS.2.7 | QUESTION  EXPLAIN | *WE.2.14*  *WE.2.25* | *VA.K-2.2*  *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.2*  *VA.3-5.4*  *VA.3-5.6* |
| DSS.2.5  *Protect Emotional and Physical Safety*   * 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. | *ELA.2.1 through ELA.2.41* | *MHM2* | SS.2.13 (weak) | ARGUE | *WE.2.6*  *WE.2.9*  *WE.2.15*  *WE.2.16*  *WE.2.18*  *WE.2.27* |  |
| DSS.2.6  *Develop Academic Motivation*   * 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 | *ELA.2.1 through ELA.2.41* | *MHM1*  *MHM3*  *MHM4*  *MHM7* | SS.2.1 though  SS.2.21 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.2.1 through WE 2.28* | *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* |
| DSS.2.7  *Develop Learning Skills*   * 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. | *ELA.2.1 through ELA.2.41* | *MHM2*  *MHM4* | SS.2.1 though  SS.2.21 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.8  *Achieve School Success*   * Accept guidance and direction from a variety of familiar adults. * Develop increased ability to make choices from identified options. | *ELA.2.1 through ELA.2.41* | *MHM2*  *MHM7* | SS.2.1 though  SS.2.21 | QUESTION  DATA  EXPLAIN | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for learning. * Develop an awareness of the roles of familiar community members and adults. | *ELA.2.1 through ELA.2.6*  *ELA.2.13 through ELA.2.17*  *ELA.2.24*  *ELA.2.25* |  | SS.2.1 though  SS.2.21  SS.2.5  SS.2.14  SS.2.21 | QUESTION  INFO | *WE.2.3*  *WE.2.6* |  |
| DSS.2.10  *Plan to Achieve Goals*   * Explore the steps used in developing a plan. * Make short-term and long-term plans, as appropriate. * Persist in activities to achieve goals. | *ELA.2.1 through ELA.2.6*  *ELA.2.24*  *ELA.2.25* | *MHM7* | SS.2.3  SS.2.7  SS.2.16 | PLAN  EXPLAIN | *WE.2.14*  *WE.2.25* | *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* |
| DSS.2.11  *Develop Career Awareness*   * Identify and describe roles and relationships among community members. | *ELA.2.1 through ELA.2.6*  *ELA.2.13 through ELA.2.17*  *ELA.2.24*  *ELA.2.25* |  | SS.2.2  SS.2.5 |  | *WE.2.3* | *MU.3-5.21* |
| DSS.2.12  *Develop Career and Life Plan*   * Identify various careers in the community. | *ELA.2.1 through ELA.2.6*  *ELA.2.13 through ELA.2.17*  *ELA.2.23*  *ELA.2.24*  *ELA.2.25* |  | SS.2.2  SS.2.5 |  | *WE.2.3*  *WE.2.6* | *MU.3-5.21* |
| DSS.2.13  *Careers and Life Success*   * 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). | *ELA.2.1 through ELA.2.41* | *MHM1*  *MHM2*  *MHM3*  *MHM4*  *MHM5*  *MHM6*  *MHM7*  *MHM8* | SS.2.1 though  SS.2.21 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.14  *Acquire a Diverse and Knowledgeable World View*   * Understand and describe the interactive roles and relationships among family members and classroom community. | *ELA.2.1 through ELA.2.6*  *ELA.2.13 through ELA.2.17*  *ELA.2.18 ELA.2.19*  *ELA.2.23*  *ELA.2.24*  *ELA.2.25* | *MHM7* | SS.2.1  SS.2.2  SS.2.5  SS.2.14 | ARGUE  INFO |  |  |
| DSS.2.15  *Interact Respectfully with Diverse Cultures*   * 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. | *ELA.2.1 through ELA.2.41* | *MHM2* | SS.2.14  SS.2.15  SS.2.20  SS.2.21 | ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.2.16  *Promote Social Justice*   * Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. | *ELA.2.1 through ELA.2.41* | *MHM7* | SS.2.1 though  SS.2.21 | ARGUE  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.17  *Assume Responsible Leadership*   * Demonstrate an increasing ability to provide leadership during collaborative tasks. | *ELA.2.1 through ELA.2.41* | *MHM7*  *MHM8* | SS.2.1 though  SS.2.21 | QUESTION  PLAN  EXPLAIN  INFO | *WE.2.1 through WE 2.28* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.2.18  *Practice Financial Responsibility*   * Understand that items have value | *ELA.2.1*  *ELA.2.5*  *ELA.2.6*  *ELA.2.17* | *MHM3* | SS.2.6  SS.2.7  SS.2.8 | ARGUE  INFO |  | *VA.K-2.3*  *VA.3-5.3* |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |

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| **Third Grade** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.3.1  *Understand Self and Others*   * Demonstrate an awareness as to how their words impact others. * Develop positive relationships with peers, other children and adults. | *ELA.3.6*  *ELA.3.17*  *ELA.3.30*  *ELA.3.32*  *ELA.3.33* | *MHM2* | SS.3.1 through SS.3.25 | ARGUE  INFO | *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* |
| DSS.3.2  *Maintain Positive Relationships*   * Show respectful and caring behavior toward others. * Use appropriate communication skills to initiate and join activities and complete varied learning tasks. | *ELA.3.1 through ELA.3.41* | *MHM2* | SS.3.1 through SS.3.25 | ARGUE  INFO | *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* |
| DSS.3.3  *Exhibit Respectful Behavior*   * Use and accept negotiation and compromise to resolve conflicts. | *ELA.3.1 through ELA.3.41* | *MHM2* | SS.3.1 through SS.3.25 | ARGUE  INFO | *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* |
| DSS.3.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.3.24*  *ELA.3.25* | *MHM1*  *MHM2*  *MHM6*  *MHM7* | SS.3.6  SS.3.11 | QUESTION  EXPLAIN | *WE.3.8* | *VA.K-2.2*  *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.2*  *VA.3-5.4*  *VA.3-5.6* |
| DSS.3.5  *Protect Emotional and Physical Safety*   * 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). | *ELA.3.1 through ELA.3.41* | *MHM2* |  | ARGUE | *WE.3.9*  *WE.3.13* |  |
| DSS.3.6  *Develop Academic Motivation*   * Use personal skills, interest, and accomplishments to support learning. * Independently and collaboratively approach tasks and activities with flexibility and creativity. * Use abilities and accomplishments to maximize learning opportunities. | *ELA.3.1 through ELA.3.41* | *MHM1*  *MHM3*  *MHM4*  *MHM7* | SS.3.1 through SS.3.25 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.3.1 through WE 3.35* | *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* |
| DSS.3.7  *Develop Learning Skills*   * 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. * Independently complete routines and learning tasks. | *ELA.3.1 through ELA.3.41* | *MHM2*  *MHM4* | SS.3.1 through SS.3.25 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *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* |
| DSS.3.8  *Achieve School Success*   * Accept guidance and direction from a variety of peers and adults. * Develop increased ability to make choices from identified options. | *ELA.3.1 through ELA.3.41* | *MHM2*  *MHM7* | SS.3.1 through SS.3.25 | QUESTION  DATA  EXPLAIN | *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* |
| DSS.3.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for and articulate the benefits of learning. * Interact with varied community members. | *ELA.3.1 through ELA.3.6*  *ELA.3.13 through ELA.3.17*  *ELA.3.24*  *ELA.3.25* |  | SS.3.11 | QUESTION  INFO |  |  |
| DSS.3.10  *Plan to Achieve Goals*   * 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. * Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. | *ELA.3.1 through ELA.3.6*  *ELA.3.24 ELA.3.25* | *MHM7* | SS.3.6  SS.3.11 | PLAN  EXPLAIN |  | *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* |
| DSS.3.11  *Develop Career Awareness*   * Interact with a variety of community members. * Investigate career paths. | *ELA.3.1 through ELA.3.6*  *ELA.3.13 through ELA.3.17*  *ELA.3.23*  *ELA.3.24*  *ELA.3.25*  *ELA.3.26 ELA.3.27*  *ELA.3.28* |  | SS.3.6 |  |  | *MU.3-5.21* |
| DSS.3.12  *Develop Career and Life Plan*   * Interact with local and national professionals and/or experts to extend personal knowledge to a variety of careers. | *ELA.3.1 through ELA.3.6*  *ELA.3.13 through ELA.3.17*  *ELA.3.23*  *ELA.3.24*  *ELA.3.25*  *ELA.3.26*  *ELA.3.27* |  |  |  |  | *MU.3-5.21* |
| DSS.3.13  *Careers and Life Success*   * 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). | *ELA.3.1 through ELA.3.41* | *MHM1*  *MHM2*  *MHM3*  *MHM4*  *MHM5*  *MHM6*  *MHM7*  *MHM8* | SS.3.1 through SS.3.25 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *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* |
| DSS.3.14  *Acquire a Diverse and Knowledgeable World View*   * 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. | *ELA.3.1 through ELA.3.6*  *ELA.3.13 through ELA.3.17*  *ELA.3.18 ELA.3.19*  *ELA.3.23*  *ELA.3.24*  *ELA.3.25*  *ELA.3.26 ELA.3.27* | *MHM7* | SS.3.19  SS.3.24  SS.3.25 | ARGUE  INFO |  | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.3.15  *Interact Respectfully with Diverse Cultures*   * Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. | *ELA.3.1 through ELA.3.41* | *MHM2* | SS.3.1 through SS.3.25 | ARGUE  INFO | *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* |
| DSS.3.16  *Promote Social Justice*   * Follow rules and routines and use materials purposefully and respectfully. | *ELA.3.1 through ELA.3.41* | *MHM7* | SS.3.1 through SS.3.25 | ARGUE  INFO | *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* |
| DSS.3.17  *Assume Responsible Leadership*   * Assume leadership roles in collaborative tasks within the classroom and school community. | *ELA.3.1 through ELA.3.41* | *MHM7*  *MHM8* | SS.3.1 through SS.3.25 | QUESTION  PLAN  EXPLAIN  INFO | *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* |
| DSS.3.18  *Practice Financial Responsibility*   * 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 | ARGUE  INFO |  |  |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |

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| **Fourth Grade** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.4.1  *Understand Self and Others*   * Demonstrate an awareness as to how their words impact others. * Develop positive relationships with peers, other children and adults. | *ELA.4.6*  *ELA.4.17*  *ELA.4.30*  *ELA.4.32*  *ELA.4.33* | *MHM2* | SS.4.1 through SS.4.19 | ARGUE  INFO | *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.4.2  *Maintain Positive Relationships*   * Show respectful and caring behavior toward others. * Use appropriate communication skills to initiate and join activities and complete varied learning tasks. | *ELA.4.1 through ELA.4.41* | *MHM2* | SS.4.1 through SS.4.19 | ARGUE  INFO | *WE.4.1 through WE .4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.3  *Exhibit Respectful Behavior*   * Use and accept negotiation and compromise to resolve conflicts. | *ELA.4.1 through ELA.4.41* | *MHM2* | SS.4.1 through SS.4.19 | ARGUE  INFO | *WE.4.1 through WE .4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.4.33*  *ELA.4.34*  *ELA.4.35* | *MHM1*  *MHM2*  *MHM6*  *MHM7* | SS.4.4  SS.4.5  SS.4.19 | QUESTION  EXPLAIN | *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* |
| DSS.4.5  *Protect Emotional and Physical Safety*   * 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). | *ELA.4.1 through ELA.4.41* | *MHM2* |  | ARGUE | *WE.4.30*  *WE.4.31*  *WE.4.32* |  |
| DSS.4.6  *Develop Academic Motivation*   * Use personal skills, interest, and accomplishments to support learning. * Independently and collaboratively approach tasks and activities with flexibility and creativity. * Use abilities and accomplishments to maximize learning opportunities. | *ELA.4.1 through ELA.4.41* | *MHM1*  *MHM3*  *MHM4*  *MHM7* | SS.4.1 through SS.4.19 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.7  *Develop Learning Skills*   * 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. * Independently complete routines and learning tasks. | *ELA.4.1 through ELA.4.41* | *MHM2*  *MHM4* | SS.4.1 through SS.4.19 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.8  *Achieve School Success*   * Accept guidance and direction from a variety of peers and adults. * Develop increased ability to make choices from identified options. | *ELA.4.1 through ELA.4.41* | *MHM2*  *MHM7* | SS.4.1 through SS.4.19 | QUESTION  DATA  EXPLAIN | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for and articulate the benefits of learning. * Interact with varied community members. | *ELA.4.1 through ELA.4.6*  *ELA.4.13 through ELA.4.17*  *ELA.4.33*  *ELA.4.34*  *ELA.4.35*  *ELA.4.36 ELA.4.37* |  | SS.4.4  SS.4.6 | QUESTION  INFO |  |  |
| DSS.4.10  *Plan to Achieve Goals*   * 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. * Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. | *ELA.4.1 through ELA.4.6*  *ELA.4.15*  *ELA.4.17*  *ELA.4.20*  *ELA.4.21*  *ELA.4.33 ELA.4.34* | *MHM7* | SS.4.4 | PLAN  EXPLAIN | *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*  *MU.3-5.14* |
| DSS.4.11  *Develop Career Awareness*   * Interact with a variety of community members. * Investigate career paths. | *ELA.4.1 through ELA.4.6*  *ELA.4.15*  *ELA.4.17*  *ELA.4.20*  *ELA.4.21*  *ELA.4.33 ELA.4.34* |  | SS.4.4  SS.4.6  SS.4.19 |  |  | *MU.3-5.21* |
| DSS.4.12  *Develop Career and Life Plan*   * Interact with local and national professionals and/or experts to extend personal knowledge to a variety of careers. | *ELA.4.1 through ELA.4.6*  *ELA.4.15*  *ELA.4.17*  *ELA.4.20*  *ELA.4.21*  *ELA.4.33 ELA.4.34* |  |  |  |  | *MU.3-5.21* |
| DSS.4.13  *Careers and Life Success*   * 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). | *ELA.4.1 through ELA.4.41* | *MHM1*  *MHM2*  *MHM3*  *MHM4*  *MHM5*  *MHM6*  *MHM7*  *MHM8* | SS.4.1 through SS.4.19 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.14  *Acquire a Diverse and Knowledgeable World View*   * 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. | *ELA.4.1 through ELA.4.6*  *ELA.4.13 through ELA.4.17*  *ELA.4.18 ELA.4.19*  *ELA.4.33*  *ELA.4.34*  *ELA.4.35*  *ELA.4.36 ELA.4.37* | *MHM7* | SS.4.1  SS.4.4  SS.4.9  SS.4.12  SS.4.17 | ARGUE  INFO | *WE.4.7* | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.4.15  *Interact Respectfully with Diverse Cultures*   * Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. | *ELA.4.1 through ELA.4.41* | *MHM2* | SS.4.1 through SS.4.19 | ARGUE  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.16  *Promote Social Justice*   * Follow rules and routines and use materials purposefully and respectfully. | *ELA.4.1 through ELA.4.41* | *MHM7* | SS.4.1 through SS.4.19 | ARGUE  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.17  *Assume Responsible Leadership*   * Assume leadership roles in collaborative tasks within the classroom and school community. | *ELA.4.1 through ELA.4.41* | *MHM7*  *MHM8* | SS.4.1 through SS.4.19 | QUESTION  PLAN  EXPLAIN  INFO | *WE.4.1 through WE.4.33* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.4.18  *Practice Financial Responsibility*   * Evaluate financial choices based on needs and wants. * Create a budget with income from incidental funds to save for goals. |  | *MHM3* | SS.4.5 | ARGUE  INFO |  |  |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |

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| **Fifth Grade** | | | | | | |
| **Student Success Standards** | **English Language Arts** | **Mathematics** | **Social Studies** | **Science** | **Wellness** | **The Arts** |
| DSS.5.1  *Understand Self and Others*   * Demonstrate an awareness as to how their words impact others. * Develop positive relationships with peers, other children and adults. | *ELA.5.6*  *ELA.5.17*  ELA.5.30  ELA.5.32  ELA.5.33 | *MHM2* | SS.5.1 through SS.5.27 | ARGUE  INFO | *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.5.2  *Maintain Positive Relationships*   * Show respectful and caring behavior toward others. * 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 through SS.5.27 | ARGUE  INFO | *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.5.3  *Exhibit Respectful Behavior*   * Use and accept negotiation and compromise to resolve conflicts. | *ELA.5.1 through ELA.5.41* | *MHM2* | SS.5.1 through SS.5.27 | ARGUE  INFO | *WE.5.6*  *WE.5.11*  *WE.5.15*  *WE.5.37*  *WE.5.40* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.4  *Decision Making and Personal Responsibility*   * Set goals, develop a plan, and follow it through to completion. | *ELA.5.27*  *ELA.5.28*  *ELA.5.29*  *ELA.5.30*  *ELA.5.31*  *ELA.5.32*  *ELA.5.33*  *ELA.5.34* | *MHM1*  *MHM2*  *MHM6*  *MHM7* | SS.5.1  SS.5.3 | QUESTION  EXPLAIN | *WE.5.36*  *WE.5.14* | *VA.K-2.2*  *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.2*  *VA.3-5.4*  *VA.3-5.6* |
| DSS.5.5  *Protect Emotional and Physical Safety*   * 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). | *ELA.5.1 through ELA.5.41* | *MHM2* |  | ARGUE | *WE.5.11*  *WE.5.13*  *WE.5.15* |  |
| DSS.5.6  *Develop Academic Motivation*   * Use personal skills, interest, and accomplishments to support learning. * Independently and collaboratively approach tasks and activities with flexibility and creativity. * Use abilities and accomplishments to maximize learning opportunities. | *ELA.5.1 through ELA.5.41* | *MHM1*  *MHM3*  *MHM4*  *MHM7* | SS.5.1 through SS.5.27 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.7  *Develop Learning Skills*   * 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. * Independently complete routines and learning tasks. | *ELA.5.1 through ELA.5.41* | *MHM2*  *MHM4* | SS.5.1 through SS.5.27 | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.8  *Achieve School Success*   * Accept guidance and direction from a variety of peers and adults. * Develop increased ability to make choices from identified options. | *ELA.5.1 through ELA.5.41* | *MHM2*  *MHM7* | SS.5.1 through SS.5.27 | QUESTION  DATA  EXPLAIN | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.9  *Prepare for Post-Secondary Success*   * Develop an appreciation for and articulate the benefits of learning. * Interact with varied community members. | *ELA.5.1 through ELA.5.6*  *ELA.5.27*  *ELA.5.28*  *ELA.5.33*  *ELA.5.34*  *ELA.5.35* |  |  | QUESTION  INFO |  |  |
| DSS.5.10  *Plan to Achieve Goals*   * 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. * Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. | *ELA.5.26*  *ELA.5.27*  *ELA.5.28*  *ELA.5.33*  *ELA.5.34*  *ELA.5.35* | *MHM7* | SS.5.1  SS.5.3 | PLAN  EXPLAIN | *WE.5.6*  *WE.5.14* |  |
| DSS.5.11  *Develop Career Awareness*   * Interact with a variety of community members. * Investigate career paths. | *ELA.5.26*  *ELA.5.27*  *ELA.5.28*  *ELA.5.33*  *ELA.5.34*  *ELA.5.35* |  |  |  |  |  |
| DSS.5.12  *Develop Career and Life Plan*   * Interact with local and national professionals and/or experts to extend personal knowledge to a variety of careers. | *ELA.5.26 ELA.5.27*  *ELA.5.28*  *ELA.5.33 ELA.5.34*  *ELA.5.35* |  |  |  |  | *MU.3-5.21* |
| DSS.5.13  *Careers and Life Success*   * 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). | *ELA.5.1 through ELA.5.41* | *MHM1*  *MHM2*  *MHM3*  *MHM4*  *MHM5*  *MHM6*  *MHM7*  *MHM8* | SS.5.1 through SS.5.27 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.14  *Acquire a Diverse and Knowledgeable World View*   * 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. | *ELA.5.1 through ELA.5.41* | *MHM7* | SS.5.25 (weak) | ARGUE  INFO | *WE.5.37*  *Weak* | *VA.K-2.6*  *VA.K-2.8*  *VA.3-5.7*  *VA.3-5.10*  *MU.K-2.11 through MU.K-2.14* |
| DSS.5.15  *Interact Respectfully with Diverse Cultures*   * Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure. | *ELA.5.1 through ELA.5.41* | *MHM2* | SS.5.1 through SS.5.27 | ARGUE  INFO | *WE.5.37* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.16  *Promote Social Justice*   * Follow rules and routines and use materials purposefully and respectfully. | *ELA.5.1 through ELA.5.41* | *MHM7* | SS.5.1 through SS.5.27 | ARGUE  INFO | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.17  *Assume Responsible Leadership*   * Assume leadership roles in collaborative tasks within the classroom and school community. | *ELA.5.1 through ELA.5.41* | *MHM7*  *MHM8* | SS.5.1 through SS.5.27 | QUESTION  PLAN  EXPLAIN  INFO | *WE.5.1 through WE.5.41* | *VA.K-2.1 through*  *VA.3-5.10*  *MU.K-2.1 through MU.3.5.21* |
| DSS.5.18  *Practice Financial Responsibility*   * Evaluate financial choices based on needs and wants. * Create a budget with income from incidental funds to save for goals. | *ELA.5.26*  *ELA.5.27*  *ELA.5.28*  *ELA.5.33*  *ELA.5.34*  *ELA.5.35* | *MHM3* |  | ARGUE  INFO |  |  |
| **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. MHM2. Reason abstractly and quantitatively.**  **MHM3. Construct viable arguments and critique the reasoning of others. MHM4. Model with mathematics.**  **MHM5. Use appropriate tools strategically. MHM6. Attend to precision.**  **MHM7. Look for and make use of structure. MHM8. Look for and express regularity in repeated reasoning.** | | | | | | |
| **Science**  The science 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 practices of scientists and engineers. The practices describe varieties of expertise that science educators at all levels should seek to develop in their students.  The practices of scientists and engineers form the activities through which students demonstrate understanding of the science content. The proper integration of the practices makes students’ thinking visible. Although these practices are written for science learning, the underlying skills of problem solving, communication, and making connections are skills described in the Student Success Standards. As science teachers provide opportunities for students to employ the practices of scientists and engineers while students learn science content, the students will experience the dispositions of the Student Success Standards within the context of the learning of science.  The Practices of Scientists and Engineers include:  **Asking questions and defining problems (QUESTION)**  **Developing and using models (MODEL)**  **Planning and carrying out investigations (PLAN)**  **Analyzing and interpreting data (DATA)**  **Using mathematical and computational thinking (MATH)**  **Constructing explanations and designing solutions (EXPLAIN)**  **Engaging in argument from evidence (ARGUE)**  **Obtaining, evaluating, and communicating information (INFO)** | | | | | | |