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| **Ninth Grade** | | | | | | | |  | |
| **Student Success Standards** | **ELA** | **Math** | **Social Studies** | **Science** | **Wellness** | **The Arts** | | **Foreign Language** | |
| DSS.9.1  *Understand Self and Others*   * Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. * Use active listening to identify and understand the feelings and perspectives of others. * Use mistakes as learning opportunities to grow personally and socially. | ELA.9.6  ELA.9.11  ELA.9.30  ELA.9.32  ELA.9.33 |  |  | ARGUE  INFO | HE.15-18 | **DANCE**  DA.1.5  DA.1.13  DA.1.16  DA.2.15  DA.2.19  DA.3.16  DA.4.16  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **THEATRE**  TH.1.4  TH.1.12-13  TH.2.19  TH.3.7  TH.3.13  **VISUAL ART**  VA.HS1.8  VA.HS1.12  VA.HS1.15  VA.HS2.8-9  VA.HS2.11-12  VA.HS2.17  VA.HS3.12  VA.HS4.11  VA.HS1.8  VA.SA1.13-14 | **Level I**  WL.I.22  WL.I.23  WL.I.26  WL.I.27  **Level II**  WL.II.26  WL.II.27  WL.II.30  WL.II.31 | |
| DSS.9.2  *Maintain Positive Relationships*   * Distinguish between healthy and unhealthy relationships. * Apply appropriate anger management and conflict resolution techniques. * Minimize words and actions that hurt self and others. * Address peer pressure in safe and effective ways. * Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. | ELA.9.30  ELA.9.33  ELA.9.35 |  |  | ARGUE  INFO | HE.15-19 | **MUSIC**  MU.AP.1.16  **VISUAL ART**  VA.SA2.11  VA.SA2.14 | |  | |
| DSS.9.3  *Exhibit Respectful Behavior*   * Respect personal boundaries and privacy needs. * Interact appropriately with varying audiences in all settings. * Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. | ELA.9.30  ELA.9.32 |  |  | ARGUE  INFO | HE.15-16  HE.18  HE.24 | **DANCE**  DA.1.16-17  DA.2.7 | **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **Level I**  WL.I.1-2  WL.I.10  WL.I.16  WL.I.26-27 | **Level II**  WL.II.1-2  WL.II.27  WL.II.30-31 |
| DSS.9.4  *Decision Making and Personal Responsibility*   * Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. * Develop and implement action plans to attain personal, school, and civic goals. * Utilize problem solving techniques to generate alternatives and address changes to attain goals. * Identify possible long term consequences of decisions and take responsibility to achieve desired goals. | ELA.9.31  ELA.9.32  ELA.9.33  ELA.9.34 | MHM 1 |  | QUESTION  EXPLAIN | HE.19  HE.30 | **DANCE**  DA.3.6  **MUSIC**  MU.B.1.6  **THEATRE**  TH.4.13  **VISUAL ART**  MU.HAA.15 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.9.5  *Protect Emotional and Physical Safety*   * Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. * Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. * Utilize communication skills and strategies to participate in only safe and healthy activities. * Know emergency contact information and utilize school and community resources to protect personal safety. | ELA.9.30  ELA.9.33  ELA.9.35 |  |  | ARGUE | HE.17  HE.18  HE.31  HE.32 | **THEATRE**  TH.4.2  **VISUAL ART**  VA.SA2.3 | |  | |
| DSS.9.6  *Develop Academic Motivation*   * Build upon personal skills and interests thought school and community activities. * Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. * Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. | ELA.9.30  ELA.9.33 | MHM 1-8 contribute to establishing such habits |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.19  HE.25-28 | **VISUAL ART**  VA.HAA.8  VA.HAA.15 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style. | |
| DSS.9.7  *Develop Learning Skills*   * Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). * Identify personal learning style(s) to maximize learning in various environments. * Identify support systems available to advance individual learning and seek help with needed. * Demonstrate the ability to work independently or collaboratively in various learning environments. | ELA.9.21  ELA.9.30  ELA.9.24  ELA.9.25 | MHM 1  MHM 5  MHM 8 |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.14  HE.17  HE.18 | **DANCE**  DA.2.5  DA.2.10  DA.3.4  **MUSIC**  MU.S.3.11  MU.S.3.33  **VISUAL ART**  VA.HS3.17 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals. | |
| DSS.9.8  *Achieve School Success*   * Exhibit personal responsibility to maximize learning. * Maintain attitudes, dispositions, and behaviors that enhance focus and success. * Apply goal setting techniques to maintain self-directed learning. * Use self-advocacy, school, and community resources and support services as needed. | ELA.9.30  ELA.9.38 | MHM 1  MHM 3 |  | QUESTION  DATA  EXPLAIN | HE.40 | **THEATRE**  TH.4.13  **VISUAL ART**  VA.HS2.9 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.9.9  *Prepare for Post-Secondary Success*   * Evaluate academic performance and course selections in relation to post-secondary options. * Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. * Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. * Identify and pursue options for earning post-secondary credits while in high school. * Identify and pursue options for paying for various post-secondary training options. | ELA.9.26  ELA.9.27  ELA.9.28 |  |  | QUESTION  INFO |  | **MUSIC**  MU.AP.2.12  **VISUAL ART**  VA.HS3.18 | |  | |
| DSS.9.10  *Plan to Achieve Goals*   * Use personal data to refine academic plans and career/life goals. * Explore eligibility requirements and funding opportunities for various post-secondary options. * Secure assistance, as needed, for post-secondary planning and the application process. | ELA.9.26  ELA.9.27  ELA.9.28 |  |  | PLAN  EXPLAIN |  | **MUSIC**  MU.AP.2.12 | |  | |
| DSS.9.11  *Develop Career Awareness*   * Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. * Explore career options in relation to career clusters and transferrable skills. * Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. | ELA.9.26  ELA.9.27  ELA.9.28 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.1.13  MU.AH.13  MU.TC.19-20 | **THEATRE**  TH.1.16  TH.2.16  TH.3.16 |  | |
| DSS.9.12  *Develop Career and Life Plan*   * Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. * Revise career/life plan to reflect changing personal data. | ELA.9.24  ELA.9.25 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.2.12 | |  | |
| DSS.9.13  *Careers and Life Success*   * Determine how one’s personal career plan impacts lifestyles and opportunities. * Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. * Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. | ELA.9.30  ELA.9.32  ELA.9.33  ELA.9.35 | MHM 1  MHM 3 |  | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO |  | **DANCE**  DA.3.15  DA.4.15  **MUSIC**  MU.S.1.32 | | **Level I**  WL.I.1-2  WL.I.6  WL.I.10  WL.I.23  WL.I.26-27 | **Level II**  WL.II.1-2  WL.II.6  WL.II.17  WL.II.27  WL.II.30-31 |
| DSS.9.14  *Acquire a Diverse and Knowledgeable World View*   * Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. * Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. | ELA.9.5  ELA.9.9  ELA.9.17  ELA.9.26  ELA.9.27  ELA.9.31  ELA.9.33 |  | SS.W.4  SS.W.6  SS.W.8  SS.W.12  SS.W.13  SS.W.14 | ARGUE  INFO | HE.12 | **DANCE**  DA.3.17  **MUSIC**  MU.C.1.3  MU.C.1.21  MU.B.1.21  **VISUAL ART**  VA.HS4.12 | | **Level I**  WL.I.21-26  **Level II**  WL.II.26-29 | |
| DSS.9.15  *Interact Respectfully with Diverse Cultures*   * Analyze global issues and events to gain an understanding of others’ viewpoints. * Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. * Examine the influence of stereotyping and prejudice and how they impact relationships. | ELA.9.5  ELA.9.9  ELA.9.17  ELA.9.26  ELA.9.27  ELA.9.30  ELA.9.35 | MHM 3 |  | ARGUE  INFO | HE.12 | **DANCE**  DA.2.14  DA.4.15  **MUSIC**  MU.AX.2.10  MU.T.1.8 | **VISUAL ART**  VA.HS4.15  VA.HAA.10-11  VA.HAA.14  VA.HAA.16 | **Level I**  WL.I.25-27  **Level II**  WL.II.27-31 | |
| DSS.9.16  *Promote Social Justice*   * Adhere to classroom and school rules and community laws to protect individual rights and property. * Identify and discuss issues of social justice. | ELA.9.26  ELA.9.27  ELA.9.30  ELA.9.35 |  |  | ARGUE  INFO | PE.18 | **MUSIC**  MU.B.1.22  MU.AX.2.10 | |  | |
| DSS.9.17  *Assume Responsible Leadership*   * Demonstrate characteristics of successful leaders and team members to reach goals. * Exhibit leadership through service to improve the school and community. | ELA.9.30 |  |  | QUESTION  PLAN  EXPLAIN  INFO | HE.37  HE.38  HE.40 |  | |  | |
| DSS.9.18  *Practice Financial Responsibility*   * Access personal needs, wants, and values to develop a budget. * Investigate means of saving and investing to maintain long-term financial stability. * Evaluate the consequences of spending related to debt and debt management. * Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. | ELA.9.21  ELA.9.26  ELA.9.27  ELA.9.28 | Financial-based problems M.AMM.4 M.AMM.5 M.AMM.6 M.AMM.7  M.AMM.8 |  | 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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| **Tenth Grade** | | | | | | | |  | |
| **Student Success Standards** | **ELA** | **Math** | **Social Studies** | **Science** | **Wellness** | **The Arts** | | **Foreign Language** | |
| DSS.10.1  *Understand Self and Others*   * Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. * Use active listening to identify and understand the feelings and perspectives of others. * Use mistakes as learning opportunities to grow personally and socially. | ELA.10.6  ELA.10.11  ELA.10.30  ELA.10.32  ELA.10.33 |  |  | ARGUE  INFO | HE.15-18 | **DANCE**  DA.1.5  DA.1.13  DA.1.16  DA.2.15  DA.2.19  DA.3.16  DA.4.16  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **THEATRE**  TH.1.4  TH.1.12-13  TH.2.19  TH.3.7  TH.3.13  **VISUAL ART**  VA.HS1.8  VA.HS1.12  VA.HS1.15  VA.HS2.8-9  VA.HS2.11-12  VA.HS2.17  VA.HS3.12  VA.HS4.11  VA.HS1.8  VA.SA1.13-14 | **Level I**  WL.I.22  WL.I.23  WL.I.26  WL.I.27  **Level II**  WL.II.26  WL.II.27  WL.II.30  WL.II.31 | **Level III**  WL.III.21  WL.III.22  WL.III.23  WL.III.24  WL.III.27 |
| DSS.10.2  *Maintain Positive Relationships*   * Distinguish between healthy and unhealthy relationships. * Apply appropriate anger management and conflict resolution techniques. * Minimize words and actions that hurt self and others. * Address peer pressure in safe and effective ways. * Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. | ELA.10.30  ELA.10.33  ELA.10.35 |  |  | ARGUE  INFO | HE.15-19 | **VISUAL ART**  VA.SA2.11  VA.SA2.14 | |  | |
| DSS.10.3  *Exhibit Respectful Behavior*   * Respect personal boundaries and privacy needs. * Interact appropriately with varying audiences in all settings. * Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. | ELA.10.30  ELA.10.32 |  |  | ARGUE  INFO | HE.15  HE.16  HE.18  HE.24 | **DANCE**  DA.1.16  DA.1.17  DA.2.7  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5 | **MUSIC**  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **Level I**  WL.I.1  WL.I.16  WL.I.22-23  WL.I.26-27 | **Level II** WL.II.1-2  WL.II.27  WL.II.30-31  **Level III**  WL.III.25  WL.III.27 |
| DSS.10.4  *Decision Making and Personal Responsibility*   * Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. * Develop and implement action plans to attain personal, school, and civic goals. * Utilize problem solving techniques to generate alternatives and address changes to attain goals. * Identify possible long term consequences of decisions and take responsibility to achieve desired goals. | ELA.10.31  ELA.10.32  ELA.10.33  ELA.10.34 | MHM 1 |  | QUESTION  EXPLAIN | HE.19  HE.30 | **DANCE**  DA.3.6  **MUSIC**  MU.B.1.6  **THEATRE**  TH.4.13  **VISUAL ART**  MU.HAA.15 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.10.5  *Protect Emotional and Physical Safety*   * Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. * Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. * Utilize communication skills and strategies to participate in only safe and healthy activities. * Know emergency contact information and utilize school and community resources to protect personal safety. | ELA.10.30  ELA.10.33  ELA.10.35 |  |  | ARGUE | HE.17  HE.18  HE.31  HE.32 | **THEATRE**  TH.4.2  **VISUAL ART**  VA.SA2.3 | |  | |
| DSS.10.6  *Develop Academic Motivation*   * Build upon personal skills and interests thought school and community activities. * Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. * Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. | ELA.10.30  ELA.10.33 | MHM 1-8 contribute to establishing such habits |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.19  HE.25-28 | **VISUAL ART**  VA.HAA.8  VA.HAA.15 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals. | |
| DSS.10.7  *Develop Learning Skills*   * Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). * Identify personal learning style(s) to maximize learning in various environments. * Identify support systems available to advance individual learning and seek help with needed. * Demonstrate the ability to work independently or collaboratively in various learning environments. | ELA.10.24  ELA.10.25  ELA.10.30 | MHM 1  MHM 5  MHM 8 |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.14  HE.17  HE.18 | **DANCE**  DA.2.5  DA.2.10  DA.3.4  **MUSIC**  MU.S.3.11  MU.S.3.33  **VISUAL ART**  VA.HS3.17 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style. | |
| DSS.10.8  *Achieve School Success*   * Exhibit personal responsibility to maximize learning. * Maintain attitudes, dispositions, and behaviors that enhance focus and success. * Apply goal setting techniques to maintain self-directed learning. * Use self-advocacy, school, and community resources and support services as needed. | ELA.10.30  ELA.10.38 | MHM 1  MHM 3 |  | QUESTION  DATA  EXPLAIN | HE.40 | **THEATRE**  TH.4.13  **VISUAL ART**  VA.HS2.9 | | Linguafolio®, an electronic language portfolio available, provides the opportunity to identify ways to maximize learning according to their learning style and to establish and monitor language learning goals**.** | |
| DSS.10.9  *Prepare for Post-Secondary Success*   * Evaluate academic performance and course selections in relation to post-secondary options. * Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. * Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. * Identify and pursue options for earning post-secondary credits while in high school. * Identify and pursue options for paying for various post-secondary training options. | ELA.10.26  ELA.10.27  ELA.10.28 |  |  | QUESTION  INFO |  | **MUSIC**  MU.AP.2.12  **VISUAL ART**  VA.HS3.18 | |  | |
| DSS.10.10  *Plan to Achieve Goals*   * Use personal data to refine academic plans and career/life goals. * Explore eligibility requirements and funding opportunities for various post-secondary options. * Secure assistance, as needed, for post-secondary planning and the application process. | ELA.10.26  ELA.10.27  ELA.10.28 |  |  | PLAN  EXPLAIN |  | **MUSIC**  MU.AP.2.12 | |  | |
| DSS.10.11  *Develop Career Awareness*   * Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. * Explore career options in relation to career clusters and transferrable skills. * Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. | ELA.10.26  ELA.10.27  ELA.10.28 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.1.13  MU.AH.13  MU.TC.19-20 | **THEATRE**  TH.1.16  TH.2.16  TH.3.16 |  | |
| DSS.10.12  *Develop Career and Life Plan*   * Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. * Revise career/life plan to reflect changing personal data. | ELA.10.24  ELA.10.25 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.2.12 | |  | |
| DSS.10.13  *Careers and Life Success*   * Determine how one’s personal career plan impacts lifestyles and opportunities. * Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. * Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. | ELA.10.30  ELA.10.32  ELA.10.33  ELA.10.35 | MHM 1  MHM 3 |  | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO |  | **DANCE**  DA.3.15  DA.4.15  **MUSIC**  MU.S.1.32 | | **Level I**  WL.I.1-2  WL.I.6  WL.I.10  WL.I.23  WL.I.26-27  **Level II**  WL.II.1-2  WL.II.4  WL.II.6 | **Level II**  WL.II.17  WL.II.27  WL.II.30-31  **Level III**  WL.III.3  WL.III.10  WL.III.13  WL.III.25  WL.III.27 |
| DSS.10.14  *Acquire a Diverse and Knowledgeable World View*   * Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. * Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. | ELA.10.5  ELA.10.9  ELA.10.17  ELA.10.26  ELA.10.27  ELA.10.31  ELA.10.33 |  |  | ARGUE  INFO | HE.12 | **DANCE**  DA.3.17  **MUSIC**  MU.C.1.3  MU.C.1.21  MU.B.1.21 | | **Level I**  WL.I.21-26  **Level II**  WL.II.26-29  **Level III**  WL.III.22-23 | |
| DSS.10.15  *Interact Respectfully with Diverse Cultures*   * Analyze global issues and events to gain an understanding of others’ viewpoints. * Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. * Examine the influence of stereotyping and prejudice and how they impact relationships. | ELA.10.5  ELA.10.9  ELA.10.17  ELA.10.26  ELA.10.27  ELA.10.30  ELA.10.35 | MHM 3 |  | ARGUE  INFO | HE.12 | **DANCE**  DA.2.14  DA.4.15  **MUSIC**  MU.AX.2.10  MU.T.1.8 | **VISUAL ART**  VA.HS4.15  VA.HAA.10-11  VA.HAA.14  VA.HAA.16 | **Level I**  WL.I.25-27  **Level II**  WL.II.27-31  **Level III**  WL.III.24-27 | |
| DSS.10.16  *Promote Social Justice*   * Adhere to classroom and school rules and community laws to protect individual rights and property. * Identify and discuss issues of social justice. | ELA.10.26  ELA.10.27  ELA.10.30  ELA.10.35 |  |  | ARGUE  INFO | PE.18 | **MUSIC**  MU.B.1.22  MU.AX.2.10 | |  | |
| DSS.10.17  *Assume Responsible Leadership*   * Demonstrate characteristics of successful leaders and team members to reach goals. * Exhibit leadership through service to improve the school and community. | ELA.10.30 |  |  | QUESTION  PLAN  EXPLAIN  INFO | HE.37  HE.38  HE.40 |  | |  | |
| DSS.10.18  *Practice Financial Responsibility*   * Access personal needs, wants, and values to develop a budget. * Investigate means of saving and investing to maintain long-term financial stability. * Evaluate the consequences of spending related to debt and debt management. * Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. | ELA.10.21  ELA.10.26  ELA.10.27  ELA.10.28 | Financial-based problems M.AMM.4 M.AMM.5 M.AMM.6 M.AMM.7 M.AMM.8 |  | 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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| **Eleventh Grade** | | | | | | | | |  | |
| **Student Success Standards** | **ELA** | **Math** | **Social Studies** | **Science** | **Wellness** | **The Arts** | | | **Foreign Language** | |
| DSS.11.1  *Understand Self and Others*   * Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. * Use active listening to identify and understand the feelings and perspectives of others. * Use mistakes as learning opportunities to grow personally and socially. | ELA.11.6  ELA.11.11  ELA.11.30  ELA.11.32  ELA.11.33 |  |  | ARGUE  INFO | HE.15-18 | **DANCE**  DA.1.5  DA.1.13  DA.1.16  DA.2.15  DA.2.19  DA.3.16  DA.4.16  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | | **THEATRE**  TH.1.4  TH.1.12-13  TH.2.19  TH.3.7  TH.3.13  **VISUAL ART**  VA.HS1.8  VA.HS1.12  VA.HS1.15  VA.HS2.8-9  VA.HS2.11-12  VA.HS2.17  VA.HS3.12  VA.HS4.11  VA.HS1.8  VA.SA1.13-14 | **Level I**  WL.I.22-23  WL.I.26-27  **Level II**  WL.II.26-27  WL.II.30-31  **Level III**  WL.III.21-24  WL.III.27  **Level IV**  WL.IV.23-24  WL.IV.28 | |
| DSS.11.2  *Maintain Positive Relationships*   * Distinguish between healthy and unhealthy relationships. * Apply appropriate anger management and conflict resolution techniques. * Minimize words and actions that hurt self and others. * Address peer pressure in safe and effective ways. * Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. | ELA.11.30  ELA.11.33  ELA.11.35 |  |  | ARGUE  INFO | HE.15-19 | **VISUAL ART**  VA.SA2.11  VA.SA2.14 | | |  | |
| DSS.11.3  *Exhibit Respectful Behavior*   * Respect personal boundaries and privacy needs. * Interact appropriately with varying audiences in all settings. * Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. | ELA.11.30  ELA.11.32 |  |  | ARGUE  INFO | HE.15  HE.16  HE.18  HE.24 | **DANCE**  DA.1.16  DA.1.17  DA.2.7  **MUSIC**  MU.C.1.3  MU.C.2.2 | | MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15  MU.AH.16 | **Level I**  WL.I.1  WL.I.16  WL.I.22-23  WL.I.26-27  **Level II**  WL.II.1-2  WL.II.27  WL.II.30-31 | **Level III**  WL.III.25  WL.III.27  **Level IV**  WL.IV.3  WL.IV.25-26  WL.IV.28 |
| DSS.11.4  *Decision Making and Personal Responsibility*   * Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. * Develop and implement action plans to attain personal, school, and civic goals. * Utilize problem solving techniques to generate alternatives and address changes to attain goals. * Identify possible long term consequences of decisions and take responsibility to achieve desired goals. | ELA.11.31  ELA.11.32  ELA.11.33  ELA.11.34 | MHM 1 |  | QUESTION  EXPLAIN | HE.19  HE.30 | **DANCE**  DA.3.6  **MUSIC**  MU.B.1.6  **THEATRE**  TH.4.13  **VISUAL ART**  MU.HAA.15  VA.HS4.12 | | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.11.5  *Protect Emotional and Physical Safety*   * Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. * Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. * Utilize communication skills and strategies to participate in only safe and healthy activities. * Know emergency contact information and utilize school and community resources to protect personal safety. | ELA.11.30  ELA.11.33  ELA.11.35 |  |  | ARGUE | HE.17  HE.18  HE.31  HE.32 | **THEATRE**  TH.4.2  **VISUAL ART**  VA.SA2.3 | | |  | |
| DSS.11.6  *Develop Academic Motivation*   * Build upon personal skills and interests thought school and community activities. * Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. * Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. | ELA.11.30  ELA.11.33 | MHM 1-8 contribute to establishing such habits |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.19  HE.25-28 | **VISUAL ART**  VA.HAA.8  VA.HAA.15 | | | Linguafolio®, an electronic language portfolio available, provides the opportunity to identify ways to maximize learning according to their learning style and the opportunity to establish and monitor language learning goals. | |
| DSS.11.7  *Develop Learning Skills*   * Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). * Identify personal learning style(s) to maximize learning in various environments. * Identify support systems available to advance individual learning and seek help with needed. * Demonstrate the ability to work independently or collaboratively in various learning environments. | ELA.11.21  ELA.11.24  ELA.11.25  ELA.11.30 | MHM 1  MHM 5  MHM 8 |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.14  HE.17  HE.18 | **DANCE**  DA.2.5  DA.2.10  DA.3.4  **MUSIC**  MU.S.3.11  MU.S.3.33  **VISUAL ART**  VA.HS3.17 | | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.11.8  *Achieve School Success*   * Exhibit personal responsibility to maximize learning. * Maintain attitudes, dispositions, and behaviors that enhance focus and success. * Apply goal setting techniques to maintain self-directed learning. * Use self-advocacy, school, and community resources and support services as needed. | ELA.11.30  ELA.11.38 | MHM 1  MHM 3 |  | QUESTION  DATA  EXPLAIN | HE.40 | **THEATRE**  TH.4.13  **VISUAL ART**  VA.HS2.9 | | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to identify ways to maximize learning according to their learning style. | |
| DSS.11.9  *Prepare for Post-Secondary Success*   * Evaluate academic performance and course selections in relation to post-secondary options. * Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. * Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. * Identify and pursue options for earning post-secondary credits while in high school. * Identify and pursue options for paying for various post-secondary training options. | ELA.11.26  ELA.11.27  ELA.11.28 |  |  | QUESTION  INFO |  | **MUSIC**  MU.AP.2.12  **VISUAL ART**  VA.HS3.18 | | |  | |
| DSS.11.10  *Plan to Achieve Goals*   * Use personal data to refine academic plans and career/life goals. * Explore eligibility requirements and funding opportunities for various post-secondary options. * Secure assistance, as needed, for post-secondary planning and the application process. | ELA.11.26  ELA.11.27  ELA.11.28 |  |  | PLAN  EXPLAIN |  | **MUSIC**  MU.AP.2.12 | | |  | |
| DSS.11.11  *Develop Career Awareness*   * Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. * Explore career options in relation to career clusters and transferrable skills. * Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. | ELA.11.26  ELA.11.27  ELA.11.28 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.1.13  MU.AH.13  MU.TC.19-20 | | **THEATRE**  TH.1.16  TH.2.16  TH.3.16 |  | |
| DSS.11.12  *Develop Career and Life Plan*   * Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. * Revise career/life plan to reflect changing personal data. | ELA.11.24  ELA.11.25 |  |  |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.2.12 | |  |  | |
| DSS.11.13  *Careers and Life Success*   * Determine how one’s personal career plan impacts lifestyles and opportunities. * Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. * Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. | ELA.11.30  ELA.11.32  ELA.11.33  ELA.11.35 | MHM 1  MHM 3 |  | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO |  | **DANCE**  DA.3.15  DA.4.15  **MUSIC**  MU.S.1.32 | | | **Level I**  WL.I.1-2  WL.I.6  WL.I.10  WL.I.23  WL.I.26-27  **Level II**  WL.II.1-2  WL.II.4  WL.II.6  WL.II.17  WL.II.27  WL.II.30-31 | **Level III**  WL.III.3  WL.III.10  WL.III.13  WL.III.25  WL.III.27  **Level IV**  WL.IV.3  WL.IV.6  WL.IV.10  WL.IV.25-26  WL.IV.28 |
| DSS.11.14  *Acquire a Diverse and Knowledgeable World View*   * Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. * Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. | ELA.11.5  ELA.11.9  ELA.11.17  ELA.11.26  ELA.11.27  ELA.11.31  ELA.11.33 |  |  | ARGUE  INFO | HE.12 | **DANCE**  DA.3.17  **MUSIC**  MU.C.1.3  MU.C.1.21  MU.B.1.21  **VISUAL ART**  VA.HS4.12 | | | **Level I**  WL.I.21-26  **Level II**  WL.II.26-29  **Level III**  WL.III.22-23  **Level IV**  WL.IV.23-24 | |
| DSS.11.15  *Interact Respectfully with Diverse Cultures*   * Analyze global issues and events to gain an understanding of others’ viewpoints. * Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. * Examine the influence of stereotyping and prejudice and how they impact relationships. | ELA.11.5  ELA.11.9  ELA.11.17  ELA.11.26  ELA.11.27  ELA.11.30  ELA.11.35 | MHM 3 |  | ARGUE  INFO | HE.12 | **DANCE**  DA.2.14  DA.4.15  **MUSIC**  MU.AX.2.10  MU.T.1.8 | **VISUAL ART**  VA.HS4.15  VA.HAA.10-11  VA.HAA.14  VA.HAA.16 | | **Level II**  WL.II.27-31  **Level III**  WL.III.24-25  WL.III.27 | **Level IV**  WL.IV.21  WL.IV.23-26  WL.IV.28 |
| DSS.11.16  *Promote Social Justice*   * Adhere to classroom and school rules and community laws to protect individual rights and property. * Identify and discuss issues of social justice. | ELA.11.26  ELA.11.27  ELA.11.30  ELA.11.35 |  |  | ARGUE  INFO | PE.18 | **MUSIC**  MU.B.1.22  MU.AX.2.10 | | |  | |
| DSS.11.17  *Assume Responsible Leadership*   * Demonstrate characteristics of successful leaders and team members to reach goals. * Exhibit leadership through service to improve the school and community. | ELA.11.30 |  |  | QUESTION  PLAN  EXPLAIN  INFO | HE.37  HE.38  HE.40 |  | | |  | |
| DSS.11.18  *Practice Financial Responsibility*   * Access personal needs, wants, and values to develop a budget. * Investigate means of saving and investing to maintain long-term financial stability. * Evaluate the consequence of spending related to debt and debt management. * Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. | ELA.11.21  ELA.11.26  ELA.11.27  ELA.11.28 | Financial-based problems M.AMM.4 M.AMM.5  M.AMM.6 M.AMM.7 M.AMM.8 |  | 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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| **Twelfth Grade** | | | | | | | |  | |
| **Student Success Standards** | **ELA** | **Math** | **Social Studies** | **Science** | **Wellness** | **The Arts** | | **Foreign Language** | |
| DSS.12.1  *Understand Self and Others*   * Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. * Use active listening to identify and understand the feelings and perspectives of others. * Use mistakes as learning opportunities to grow personally and socially. | ELA.12.6  ELA.12.11  ELA.12.30  ELA.12.32  ELA.12.33 |  |  | ARGUE  INFO |  | **DANCE**  DA.1.5  DA.1.13  DA.1.16  DA.2.15  DA.2.19  DA.3.16  DA.4.16  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5  MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **THEATRE**  TH.1.4  TH.1.12-13  TH.2.19  TH.3.7  TH.3.13  **VISUAL ART**  VA.HS1.8  VA.HS1.12  VA.HS1.15  VA.HS2.8-9  VA.HS2.11-12  VA.HS2.17  VA.HS3.12  VA.HS4.11  VA.HS1.8  VA.SA1.13-14 | **Level I**  WL.I.22-23  WL.I.26-27  **Level II**  WL.II.26-27  WL.II.30-31  **Level III**  WL.III.21-24 | WL.III.27  **Level IV**  WL.IV.23-24  WL.IV.28  **Level V**  WL.V.18  WL.V.23-24  WL.V.28 |
| DSS.12.2  *Maintain Positive Relationships*   * Distinguish between healthy and unhealthy relationships. * Apply appropriate anger management and conflict resolution techniques. * Minimize words and actions that hurt self and others. * Address peer pressure in safe and effective ways. * Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. | ELA.12.30  ELA.12.33  ELA.12.35 |  |  | ARGUE  INFO | HE.15-19 | **VISUAL ART**  VA.SA2.11  VA.SA2.14 | |  | |
| DSS.12.3  *Exhibit Respectful Behavior*   * Respect personal boundaries and privacy needs. * Interact appropriately with varying audiences in all settings. * Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. | ELA.12.30  ELA.12.32 |  |  | ARGUE  INFO | HE.15  HE.16  HE.18  HE.24 | **DANCE**  DA.1.16-17  DA.2.7  **MUSIC**  MU.C.1.3  MU.C.2.2  MU.B.1.5 | MU.B.1.22  MU.S.2.31  MU.AH.1  MU.AH.12  MU.AH.15-16 | **Level I**  WL.I.1  WL.I.16  WL.I.22-23  WL.I.26-27  **Level II**  WL.II.1-2  WL.II.27  WL.II.30-31 | **Level III**  WL.III.25  WL.III.27  **Level IV**  WL.IV.3  WL.IV.25-26  WL.IV.28  **Level V**  WL.V.25-27 |
| DSS.12.4  *Decision Making and Personal Responsibility*   * Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. * Develop and implement action plans to attain personal, school, and civic goals. * Utilize problem solving techniques to generate alternatives and address changes to attain goals. * Identify possible long term consequences of decisions and take responsibility to achieve desired goals. | ELA.12.31  ELA.12.32  ELA.12.33  ELA.12.34 | MHM 1 |  | QUESTION  EXPLAIN | HE.19  HE.30 | **DANCE**  DA.3.6  **MUSIC**  MU.B.1.6  **THEATRE**  TH.4.13  **VISUAL ART**  MU.HAA.15 | | Linguafolio®, an electronic language portfolio available to WV students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.12.5  *Protect Emotional and Physical Safety*   * Apply strategies to reduce stress and protect safety, differentiation between situations requiring self-help, peer support, adult or professional help. * Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts of dangerous situations. * Utilize communication skills and strategies to participate in only safe and healthy activities. * Know emergency contact information and utilize school and community resources to protect personal safety. | ELA.12.30  ELA.12.33  ELA.12.35 |  |  | ARGUE | HE.17  HE.18  HE.31  HE.32 | **THEATRE**  TH.4.2  **VISUAL ART**  VA.SA2.3 | |  | |
| DSS.12.6  *Develop Academic Motivation*   * Build upon personal skills and interests thought school and community activities. * Apply knowledge of personal learning characteristics to focus on strength and maintain motivation for learning. * Exhibit attitudes, skills, and dispositions needed to motivate self-directed, lifelong learning and goal attainment. | ELA.12.30  ELA.12.33 | MHM 1-8 |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.19  HE.25-28 | **VISUAL ART**  VA.HAA.8  VA.HAA.15 | | Linguafolio®, an electronic language portfolio available to students, provides opportunity maximize learning according to their learning style and the opportunity to establish and monitor language learning goals. | |
| DSS.12.7  *Develop Learning Skills*   * Refine executive function skills (i.e. effort, paying attention, flexibility, memory, self-control, communication, focus, and perseverance). * Identify personal learning style(s) to maximize learning in various environments. * Identify support systems available to advance individual learning and seek help with needed. * Demonstrate the ability to work independently or collaboratively in various learning environments. | ELA,12.21  ELA.12.24  ELA.12.25  ELA.12.30 | MHM 1  MHM 5  MHM 8 |  | QUESTION  PLAN  EXPLAIN  ARGUE  INFO | HE.14  HE.17  HE.18 | **DANCE**  DA.2.5  DA.2.10  DA.3.4  **MUSIC**  MU.S.3.11  MU.S.3.33  **VISUAL ART**  VA.HS3.17 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.12.8  *Achieve School Success*   * Exhibit personal responsibility to maximize learning. * Maintain attitudes, dispositions, and behaviors that enhance focus and success. * Apply goal setting techniques to maintain self-directed learning. * Use self-advocacy, school, and community resources and support services as needed. | ELA.12.30  ELA.12.38 | MHM 1  MHM 3 |  | QUESTION  DATA  EXPLAIN | HE.40 | **THEATRE**  TH.4.13  **VISUAL ART**  VA.HS2.9 | | Linguafolio®, an electronic language portfolio available to students, provides the opportunity to establish and monitor language learning goals. | |
| DSS.12.9  *Prepare for Post-Secondary Success*   * Evaluate academic performance and course selections in relation to post-secondary options. * Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to post-secondary choices. * Explore alignment of high school courses, assessment results, and programs with identified post-secondary institutions. * Identify and pursue options for earning post-secondary credits while in high school. * Identify and pursue options for paying for various post-secondary training options. | ELA.12.26  ELA.12.27  ELA.12.28 |  | SS.C.30  SS.C.31  SS.C.32  SS.C.33 | QUESTION  INFO |  | **MUSIC**  MU.AP.2.12  **VISUAL ART**  VA.HS3.18 | |  | |
| DSS.12.10  *Plan to Achieve Goals*   * Use personal data to refine academic plans and career/life goals. * Explore eligibility requirements and funding opportunities for various post-secondary options. * Secure assistance, as needed, for post-secondary planning and the application process. | ELA.12.26  ELA.12.27  ELA.12.28 |  | SS.C.30  SS.C.31  SS.C.32  SS.C.33 | PLAN  EXPLAIN |  | **MUSIC**  MU.AP.2.12 | |  | |
| DSS.12.11  *Develop Career Awareness*   * Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market. * Explore career options in relation to career clusters and transferrable skills. * Evaluate roles, responsibilities, and requirements for progressions of career levels from entry to advanced options. | ELA.12.26  ELA.12.27 |  | SS.C.30  SS.C.31  SS.C.32  SS.C.33 |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.1.13  MU.AH.13 | MU.TC.19  MU.TC.20  **THEATRE**  TH.1.16  TH.2.16  TH.3.16 |  | |
| DSS.12.12  *Develop Career and Life Plan*   * Update career cluster and personalized education plan in relation to changing interests, job demand, and personal data. * Revise career/life plan to reflect changing personal data. | ELA.12.24  ELA.12.25 |  | SS.C.30  SS.C.31  SS.C.32  SS.C.33 |  |  | **MUSIC**  MU.C.2.20  MU.C.3.21  MU.S.3.11  MU.T.2.12 | |  | |
| DSS.12.13  *Careers and Life Success*   * Determine how one’s personal career plan impacts lifestyles and opportunities. * Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success. * Evaluate the relevance for lifelong learning as situations and responsibilities change requiring new knowledge and skills. | ELA.12.30  ELA.12.32  ELA.12.33  ELA.12.35 | MHM 1  MHM 3 | SS.C.30  SS.C.31  SS.C.32  SS.C.33 | QUESTION  MODEL  PLAN  DATA  MATH  EXPLAIN  ARGUE  INFO |  | **DANCE**  DA.3.15  DA.4.15  **MUSIC**  MU.S.1.32 | | **Level I**  WL.I.1-2  WL.I.6  WL.I.10  WL.I.23  WL.I.26-27  **Level II**  WL.II.1-2  WL.II.4  WL.II.6  WL.II.17  WL.II.27  WL.II.30-31  **Level III**  WL.III.3 | **Level III**  WL.III.10  WL.III.13  WL.III.25  WL.III.27  **Level IV**  WL.IV.3  WL.IV.6  WL.IV.10  WL.IV.25-26  WL.IV.28  **Level V**  WL.V.3  WL.V.5  WL.V.25-28 |
| DSS.12.14  *Acquire a Diverse and Knowledgeable World View*   * Describe how the characteristics of diverse world regions and individual communities contribute to varying world views. * Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views. | ELA.12.5  ELA.12.9  ELA.12.17  ELA.12.26  ELA.12.27  ELA.12.31  ELA.12.33 |  | SS.C.40  SS.C.41  SS.C.45 | ARGUE  INFO | HE.12 | **DANCE**  DA.3.17  **MUSIC**  MU.C.1.3  MU.C.1.21  MU.B.1.21  **VISUAL ART**  VA.HS4.12 | | **Level I**  WL.I.21-26  **Level II**  WL.II.26-29  **Level III**  WL.III.22-23 | **Level IV**  WL.IV.23-24  **Level V**  WL.V.23-24 |
| DSS.12.15  *Interact Respectfully with Diverse Cultures*   * Analyze global issues and events to gain an understanding of others’ viewpoints. * Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures. * Examine the influence of stereotyping and prejudice and how they impact relationships. | ELA.12.5  ELA.12.9  ELA.12.17  ELA.12.26  ELA.12.27  ELA.12.30  ELA.12.35 | MHM 3 |  | ARGUE  INFO | HE.12 | **DANCE**  DA.2.14  DA.4.15  **MUSIC**  MU.AX.2.10  MU.T.1.8 | **VISUAL ART**  VA.HS4.15  VA.HAA.10  VA.HAA.11  VA.HAA.14  VA.HAA.16 | **Level II**  WL.II.27-31  **Level III**  WL.III.24-25  WL.III.27 | **Level IV** WL.IV.21  WL.IV.23-26  WL.IV.28  **Level V**  WL.V.24-26  WL.V.28 |
| DSS.12.16  *Promote Social Justice*   * Adhere to classroom and school rules and community laws to protect individual rights and property. * Identify and discuss issues of social justice. | ELA.12.26  ELA.12.27  ELA.12.30  ELA.12.35 |  |  | ARGUE  INFO | PE.18 | **MUSIC**  MU.B.1.22  MU.AX.2.10 | |  | |
| DSS.12.17  *Assume Responsible Leadership*   * Demonstrate characteristics of successful leaders and team members to reach goals. * Exhibit leadership through service to improve the school and community. | ELA.12.30 |  |  | QUESTION  PLAN  EXPLAIN  INFO | HE.37  HE.38  HE.40 |  | |  | |
| DSS.12.18  *Practice Financial Responsibility*   * Access personal needs, wants, and values to develop a budget. * Investigate means of saving and investing to maintain long-term financial stability. * Evaluate the consequences of spending related to debt and debt management. * Recognize marketing approaches that lead to over-consumption and discuss ways to reject them. | ELA.12.21  ELA.12.26  ELA.12.27  ELA.12.28 | Financial-based problems M.AMM.4, M.AMM.5, M.AMM.6, M.AMM.7, M.AMM.8 |  | 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)** | | | | | | | | | |