

**Standards Clarification Project: All Content Areas
Grades K-12**

Visual and Performing Arts

Mission: *The arts contribute to the achievement of social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Standard 1.1 Aesthetics	
All students will use aesthetic knowledge in the creation of and in response to dance, music, theater and visual arts.	
Big Idea: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions	Enduring Understandings
Strands A and B: Knowledge and Skills <ul style="list-style-type: none"> ▪ Why should I care about the arts? ▪ What's the difference between a thoughtful and a thoughtless artistic judgment? 	<ul style="list-style-type: none"> ▪ Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ▪ The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ▪ Experts can and do disagree about the value, power and source of art.
Standard 1.2 Creation and Performance	
All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of dance, music, theater and visual art.	
Big Idea: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions	Enduring Understandings
Strands A-D: Dance, Music, Theater and Visual Arts <ul style="list-style-type: none"> ▪ How does creating and performing in the arts differ from viewing the arts? ▪ To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist? 	<ul style="list-style-type: none"> ▪ The arts serve multiple functions: enlightenment, education, and entertainment. ▪ Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. ▪ The artistic process can lead to unforeseen or unpredictable outcomes.
Standard 1.3 Elements and Principles of the Arts	
All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.	
Big Idea: An understanding of the elements and principles of art is essential to the creative process and artistic production.	
Essential Questions	Enduring Understandings
Strands A-D: Dance, Music, Theater and Visual Arts <ul style="list-style-type: none"> ▪ How do underlying structures unconsciously guide the creation of art works? ▪ Does art have boundaries? 	<ul style="list-style-type: none"> ▪ Underlying structures in art can be found via analysis and inference. ▪ Breaking accepted norms often gives rise to new forms of artistic expression.

Standard 1.4 Critique

All students will develop, apply and reflect upon knowledge of the process of critique.

Big Idea: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

Essential Questions

Enduring Understandings

Strands A and B: Knowledge and Skills

- When is art criticism vital and when is it beside the point?

- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

Standard 1.5 World Cultures, History, and Society

All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.

Big Idea: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

Essential Questions

Enduring Understandings

Strands A and B: Knowledge and Skills

- Does art define culture or does culture define art?
- What is old and what is new in any work of art?
- How important is "new" in art?

- Culture affects self-expression, whether we realize it or not.
- Every artist has a style; every artistic period has a style.

Comprehensive Health and Physical Education

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.*

Standard 2.1 Wellness	
All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	
Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions	Enduring Understandings
Strand A. Personal Health <ul style="list-style-type: none"> ▪ What are the consequences (especially unforeseen) of our choices in terms of wellness? 	<ul style="list-style-type: none"> ▪ Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
Strand B. Growth and Development <ul style="list-style-type: none"> ▪ What causes optimal growth and development? 	<ul style="list-style-type: none"> ▪ An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
Strand C. Nutrition <ul style="list-style-type: none"> ▪ What makes a food healthy? ▪ How do you determine appropriate portion sizes? 	<ul style="list-style-type: none"> ▪ There are many short and long term health benefits and risks associated with nutritional choices.
Strand D. Diseases and Health Conditions <ul style="list-style-type: none"> ▪ To what extent can we keep ourselves disease free? 	<ul style="list-style-type: none"> ▪ Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
Strand E. Safety <ul style="list-style-type: none"> ▪ What is the difference between healthy and unhealthy risks? ▪ Why do we sometimes take risks that can cause harm to ourselves or others? 	<ul style="list-style-type: none"> ▪ Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
Strand F. Social and Emotional Health <ul style="list-style-type: none"> ▪ How can you learn to like yourself and others? 	<ul style="list-style-type: none"> ▪ Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.

Standard 2.2 Integrated Skills

All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.

Big Idea: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Essential Questions	Enduring Understandings
Strand A. Communication <ul style="list-style-type: none"> How do you know whether or not health information is accurate? How do I learn to stand for and communicate my beliefs to others without alienating them? 	<ul style="list-style-type: none"> Making good health decisions requires the ability to access and evaluate reliable resources. Effective communication skills enhance a person's ability to express and defend their beliefs.
Strand B. Decision Making <ul style="list-style-type: none"> Why might educated people make poor health decisions? How do I overcome negative influences when making decisions about my personal health? 	<ul style="list-style-type: none"> Decision-making can be affected by a variety of influences that may not be in a person's best interest.
Strand C. Planning and Goal Setting <ul style="list-style-type: none"> In order to achieve lifetime wellness, what should I plan for and what should I just let happen? 	<ul style="list-style-type: none"> Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
Strand D. Character Development <ul style="list-style-type: none"> How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values? 	<ul style="list-style-type: none"> Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. Character is who you are when no one is looking.
Standard E. Leadership, Advocacy and Service <ul style="list-style-type: none"> How can you inspire others to address health issues? 	<ul style="list-style-type: none"> Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.
Standard F. Health Services and Careers <ul style="list-style-type: none"> Where do I go to access information about good health and fitness services? 	<ul style="list-style-type: none"> There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.

Standard 2.3 Drugs and Medicine

All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.

Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

Essential Questions	Enduring Understandings
Strand A. Medicines <ul style="list-style-type: none"> How do I determine whether or not a medication will be effective? 	<ul style="list-style-type: none"> Medicines must be used correctly in order to be safe and have the maximum benefit.

<p>Strand B. Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none"> ▪ Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? ▪ How do I make the “right” decisions in the face of peer, media and other pressures? 	<ul style="list-style-type: none"> ▪ Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
<p>Strand C. Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> ▪ Why does one person become an addict and another does not? 	<ul style="list-style-type: none"> ▪ There are common indicators, stages and influencing factors of chemical dependency.
<p style="text-align: center;">Standard 2.4 Human Relationships and Sexuality</p> <p>All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>Big Idea: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.</p>	
<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Enduring Understandings</p>
<p>Strand A. Relationships</p> <ul style="list-style-type: none"> ▪ How do we learn to understand and respect diversity in relationships? ▪ How do we know when a relationship is not worth saving? 	<ul style="list-style-type: none"> ▪ Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. ▪ Reliable personal and professional resources are available to assist with relationship problems. ▪ Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
<p>Strand B. Sexuality</p> <ul style="list-style-type: none"> ▪ How do you know when the time is right for you to become sexually active ▪ Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections? ▪ What determines a person’s sexual orientation? 	<ul style="list-style-type: none"> ▪ External pressures and opportunities that present themselves may influence a person to become sexually active. ▪ Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ▪ There are many additional challenges that confront those who are not heterosexual.
<p>Strand C. Pregnancy and Childbirth</p> <ul style="list-style-type: none"> ▪ How do you know when you are ready to have a child? 	<ul style="list-style-type: none"> ▪ Raising a child requires physical, economic, emotional, social and intellectual commitment. ▪ Prenatal care has a direct impact on the delivery and long-term health of the child.
<p style="text-align: center;">Standard 2.5 Motor Skills Development</p> <p>All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.</p>	
<p>Big Idea: Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</p>	
<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Enduring Understandings</p>
<p>Strand A. Movement Skills</p> <ul style="list-style-type: none"> ▪ How does effective and appropriate movement affect wellness? 	<ul style="list-style-type: none"> ▪ Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Strand B. Movement Concepts <ul style="list-style-type: none"> Why do I have to understand concepts of movement when I can already perform the movement? 	<ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
Strand C. Strategy <ul style="list-style-type: none"> To what extent does strategy influence performance in competitive games and activities? 	<ul style="list-style-type: none"> Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
Strand D. Sportsmanship, Rules and Safety <ul style="list-style-type: none"> Why do I have to show good sportsmanship and follow the rules when others do not? 	<ul style="list-style-type: none"> In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
Strand E. Sports Psychology <ul style="list-style-type: none"> How can I become more mentally prepared for competition and sports performance? 	<ul style="list-style-type: none"> Sport psychology techniques prepare athletes to compete at the optimum level.

Standard 2.6 Fitness

All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Big Idea: Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions	Enduring Understandings
Strand A. Fitness and Physical Activity <ul style="list-style-type: none"> What is the minimum amount of exercise I can do to stay physically fit? 	<ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
Strand B. Training <ul style="list-style-type: none"> How do I develop an appropriate personal fitness program and find the motivation to commit to it? 	<ul style="list-style-type: none"> Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
Strand C. Achieving and Assessing Fitness <ul style="list-style-type: none"> How do you realize age-appropriate fitness? 	<ul style="list-style-type: none"> Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Language Arts Literacy

Mission: *Learning to read, write, speak, listen, and view critically, strategically and creatively enables students to discover personal and shared meaning throughout their lives.*

Standard 3.1 Reading All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	
Big Idea: The ability to read a variety of texts requires independence, comprehension and fluency.	
Essential Questions	Enduring Understandings
Strand A. Concepts About Print <ul style="list-style-type: none"> ▪ How does understanding a text's structure help me better understand its meaning? 	<ul style="list-style-type: none"> ▪ Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
Strand B. Phonological Awareness <ul style="list-style-type: none"> ▪ How are sounds represented by letters? 	<ul style="list-style-type: none"> ▪ Letters and letter combinations represent sounds.
Strand C. Decoding and Word Recognition <ul style="list-style-type: none"> ▪ How do I figure out a word I do not know? 	<ul style="list-style-type: none"> ▪ Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
Strand D. Fluency <ul style="list-style-type: none"> ▪ How does fluency affect comprehension? 	<ul style="list-style-type: none"> ▪ Fluent readers group words quickly to help them gain meaning from what they read.
Strand E. Reading Strategies (before, during, and after reading) <ul style="list-style-type: none"> ▪ What do readers do when they do not understand everything in a text? 	<ul style="list-style-type: none"> ▪ Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Strand F. Vocabulary and Concept Development <ul style="list-style-type: none"> ▪ Why do readers need to pay attention to a writer's choice of words? 	<ul style="list-style-type: none"> ▪ Words powerfully affect meaning.
Strand G. Comprehension Skills and Response to Text <ul style="list-style-type: none"> ▪ How do readers construct meaning from text? 	<ul style="list-style-type: none"> ▪ Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
Strand H. Inquiry and Research <ul style="list-style-type: none"> ▪ Why conduct research? 	<ul style="list-style-type: none"> ▪ Researchers gather and critique information from different sources for specific purposes.

Standard 3.2 Writing

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: Writing is the process of communicating in print for a variety of audiences and purposes.

Essential Questions	Enduring Understandings
Strand A. Writing as a Process (prewriting, drafting, revising, editing, postwriting) <ul style="list-style-type: none">How do good writers express themselves? How does process shape the writer's product?	<ul style="list-style-type: none">Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Strand B. Writing as a Product (resulting in a formal product or publication) <ul style="list-style-type: none">How do writers develop a well written product?	<ul style="list-style-type: none">Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Strand C. Mechanics, Spelling, and Handwriting <ul style="list-style-type: none">How do rules of language affect communication?	<ul style="list-style-type: none">Rules, conventions of language, help readers understand what is being communicated.
Strand D. Writing Forms, Audiences, and Purposes (exploring a variety of forms) <ul style="list-style-type: none">Why does a writer choose a particular form of writing?	<ul style="list-style-type: none">A writer selects a form based on audience and purpose.

Standard 3.3 Speaking

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: Oral language is a tool for communicating, thinking, and learning.

Essential Questions	Enduring Understandings
Strand A. Discussion <ul style="list-style-type: none">How can discussion increase our knowledge and understanding of an idea(s)?	<ul style="list-style-type: none">Oral discussion helps to build connections to others and create opportunities for learning.
Strand B. Questioning (Inquiry) and Contributing <ul style="list-style-type: none">When is it appropriate to ask questions?How do speakers express their thoughts and feelings?	<ul style="list-style-type: none">Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.
Strand C. Word Choice <ul style="list-style-type: none">How does the choice of words affect the message?	<ul style="list-style-type: none">A speaker's choice of words and style set a tone and define the message.
Strand D. Oral Presentation <ul style="list-style-type: none">How does a speaker communicate so others will listen and understand the message?	<ul style="list-style-type: none">A speaker selects a form and organizational pattern based on the audience and purpose

Standard 3.4 Listening

All students will listen actively to information from a variety of sources in a variety of situations.

Big Idea: Listening is an active process to gain understanding.

Essential Questions	Enduring Understandings
Strand A. Active Listening <ul style="list-style-type: none">Can one hear but not listen?	<ul style="list-style-type: none">Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
Strand B. Listening Comprehension <ul style="list-style-type: none">How does a listener understand a message?	<ul style="list-style-type: none">Effective listeners are able to interpret and evaluate increasingly complex messages.

Standard 3.5 Viewing and Media Literacy

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Big Idea: A media literate person can evaluate how words, images, and sounds influence a message.

Essential Questions	Enduring Understandings
Strand A. Constructing Meaning <ul style="list-style-type: none">What's the media message	<ul style="list-style-type: none">People experience the same media message differently.
Strand B. Visual and Verbal Messages <ul style="list-style-type: none">What values, lifestyles, and points of view are represented in, or omitted from, media messages?	<ul style="list-style-type: none">Media have embedded values and points of view.
Strand C. Living with Media <ul style="list-style-type: none">What affects media choice?	<ul style="list-style-type: none">Media choice is affected by personal experience and sense of need.

Mathematics

Mission: *Through mathematics, students communicate, make connections, reason, and represent the world quantitatively in order to pose and solve problems.*

Standard 4.1 Number and Numerical Operations	
All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.	
Big Idea: Numeric reasoning involves fluency and facility with numbers.	
Essential Questions	Enduring Understandings
Strand A. Number Sense <ul style="list-style-type: none"> ▪ How do mathematical ideas interconnect and build on one another to produce a coherent whole? ▪ How can we compare and contrast numbers? 	<ul style="list-style-type: none"> ▪ One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem. ▪ A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways. ▪ Numeric fluency includes both the understanding of and the ability to appropriately use numbers.
Strand B. Numerical Operations <ul style="list-style-type: none"> ▪ What makes a computational strategy both effective and efficient? ▪ How do operations affect numbers? ▪ How do mathematical representations reflect the needs of society across cultures? 	<ul style="list-style-type: none"> ▪ Computational fluency includes understanding the meaning and the appropriate use of numerical operations. ▪ The magnitude of numbers affects the outcome of operations on them. ▪ In many cases, there are multiple algorithms for finding a mathematical solution, and those algorithms are frequently associated with different cultures.
Strand C. Estimations <ul style="list-style-type: none"> ▪ How can we decide when to use an exact answer and when to use an estimate? 	<ul style="list-style-type: none"> ▪ Context is critical when using estimation.
Standard 4.2 Geometry and Measurement	
All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe and analyze phenomena.	
Big Idea: <i>Geometry:</i> Spatial sense and geometric relationships are a means to solve problems and make sense of a variety of phenomena.	
Big Idea: <i>Measurement:</i> Measurement is a tool to quantify a variety of phenomena.	
Essential Questions	Enduring Understandings
Strand A. Geometric Properties <ul style="list-style-type: none"> ▪ How can spatial relationships be described by careful use of geometric language? ▪ How do geometric relationships help to solve problems and/or make sense of phenomena? 	<ul style="list-style-type: none"> ▪ Geometric properties can be used to construct geometric figures. ▪ Geometric relationships provide a means to make sense of a variety of phenomena.
Strand B. Transforming Shapes <ul style="list-style-type: none"> ▪ What situations can be analyzed using transformations and symmetries? 	<ul style="list-style-type: none"> ▪ Shape and area can be conserved during mathematical transformations.
Strand C. Coordinate Geometry <ul style="list-style-type: none"> ▪ How can we best represent and verify geometric/algebraic relationships? 	<ul style="list-style-type: none"> ▪ Reasoning and/or proof can be used to verify or refute conjectures or theorems in geometry. ▪ Coordinate geometry can be used to represent and verify geometric/algebraic relationships.

<p>Strand D. Units of Measurement</p> <ul style="list-style-type: none"> How can measurements be used to solve problems? 	<ul style="list-style-type: none"> Everyday objects have a variety of attributes, each of which can be measured in many ways. What we measure affects how we measure it. Measurements can be used to describe, compare, and make sense of phenomena.
<p>Strand E. Measuring Geometric Objects</p> <ul style="list-style-type: none"> How can measurements be used to solve problems? 	<ul style="list-style-type: none"> Everyday objects have a variety of attributes, each of which can be measured in many ways. What we measure affects how we measure it. Measurements can be used to describe, compare, and make sense of phenomena.
<p style="text-align: center;">Standard 4.3 Patterns and Algebra</p> <p>All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.</p>	
<p>Big Idea: Algebra provides language through which we communicate the patterns in mathematics.</p>	
<p style="text-align: center;">Essential Questions</p>	<p style="text-align: center;">Enduring Understandings</p>
<p>Strand A. Patterns and Algebra</p> <ul style="list-style-type: none"> How can change be best represented mathematically? How can patterns, relations, and functions be used as tools to best describe and help explain real-life situations? 	<ul style="list-style-type: none"> The symbolic language of algebra is used to communicate and generalize the patterns in mathematics. Algebraic representation can be used to generalize patterns and relationships.
<p>Strand B. Functions and Relationships</p> <ul style="list-style-type: none"> How are patterns of change related to the behavior of functions? 	<ul style="list-style-type: none"> Patterns and relationships can be represented graphically, numerically, symbolically, or verbally.
<p>Strand C. Modeling</p> <ul style="list-style-type: none"> How can we use mathematical models to describe physical relationships? How can we use physical models to clarify mathematical relationships? 	<ul style="list-style-type: none"> Mathematical models can be used to describe and quantify physical relationships. Physical models can be used to clarify mathematical relationships.
<p>Strand D. Procedures</p> <ul style="list-style-type: none"> What makes an algebraic algorithm both effective and efficient? 	<ul style="list-style-type: none"> Algebraic and numeric procedures are interconnected and build on one another to produce a coherent whole. Reasoning and/or proof can be used to verify or refute conjectures or theorems in algebra.

Standard 4.4 Data Analysis, Probability, and Discrete Mathematics

All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.

Big Idea Data Analysis: Reading, understanding, interpreting, and communicating data are critical in modeling a variety of real-world situations, drawing appropriate inferences, making informed decisions, and justifying those decisions.

Big Idea Probability: Probability quantifies the likelihood that something will happen and enables us to make predictions and informed decisions.

Big Idea Discrete Mathematics: Discrete mathematics consists of tools and strategies for representing, organizing, and interpreting non-continuous data.

Essential Questions	Enduring Understandings
Strand A. Data Analysis (Statistics) <ul style="list-style-type: none">How can the collection, organization, interpretation, and display of data be used to answer questions?	<ul style="list-style-type: none">The message conveyed by the data depends on how the data is collected, represented, and summarized.The results of a statistical investigation can be used to support or refute an argument.
Strand B. Probability <ul style="list-style-type: none">How can experimental and theoretical probabilities be used to make predictions or draw conclusions?	<ul style="list-style-type: none">Experimental results tend to approach theoretical probabilities after a large number of trials.
Strand C. Discrete Mathematics- Systematic Listing and Counting <ul style="list-style-type: none">How can attributes be used to classify data/objects?What is the best way to solve this? What counting strategy works best here?	<ul style="list-style-type: none">Grouping by attributes (classification) can be used to answer mathematical questions.Algorithms can effectively and efficiently be used to quantify and interpret discrete information.
Strand D. Discrete Mathematics - Vertex-Edge Graphs and Algorithms <ul style="list-style-type: none">How can visual tools such as networks (vertex-edge graphs) be used to answer questions?How can algorithmic thinking be used to solve problems?	<ul style="list-style-type: none">Optimization is finding the best solution within given constraints.Algorithms can effectively and efficiently be used to quantify and interpret discrete information.

Standard 4.5 Mathematical Processes

All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

Big Idea: While no additional big ideas, essential questions, or enduring understandings are listed for this standard, the mathematical processes are imbedded in the content-specific ideas, questions, and understandings delineated for the first four standards.

Science

Mission: *Scientific literacy encompasses the understanding of key concepts and principles of science; familiarity with the natural world for both its diversity and unity; and use of scientific knowledge and scientific ways of thinking for individual and social purposes (American Association for the Advancement of Science, Science for All Americans).*

Standard 5.1 Scientific Processes	
All students will develop problem-solving, decision-making and inquiry skills, reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communicating results.	
Big Idea: Science is a way of thinking about and investigating the world in which we all live.	
Essential Questions	Enduring Understandings
Strand A. Habits of Mind <ul style="list-style-type: none"> ▪ What constitutes evidence? ▪ When do you know you have enough and the right kind of evidence? ▪ How can this result be best justified and explained to others? 	<ul style="list-style-type: none"> ▪ Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
Strand B. Inquiry and Problem Solving <ul style="list-style-type: none"> ▪ What makes a question scientific? 	<ul style="list-style-type: none"> ▪ Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying explanations.
Strand C. Safety <ul style="list-style-type: none"> ▪ What does Safety First demand of us in each setting? ▪ What rules are general and what are situation-specific? 	<ul style="list-style-type: none"> ▪ Safety first!
Standard 5.2 Science and Society	
All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology.	
Big Idea: Science is a human endeavor. People from many cultures have contributed to the understanding of science.	
Essential Questions	Enduring Understandings
Strand A. Cultural Contributions <ul style="list-style-type: none"> ▪ What do we mean in science when we say that we stand on the shoulders of giants? 	<ul style="list-style-type: none"> ▪ Understanding the development of scientific ideas is essential for building scientific knowledge.
Strand B. Historical Perspectives <ul style="list-style-type: none"> ▪ How do science and technology influence each other? 	<ul style="list-style-type: none"> ▪ Technology evolves at an ever accelerating pace based on the needs and wants of society, and is influenced by cultural, political, and environmental values and constraints.

Standard 5.3 Mathematical Applications

All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing and/or modeling scientific theories.

Big Idea: Science cannot be practiced or learned without appreciation of the role of mathematics in discovering and expressing natural laws. Tables, graphs, and equations are alternative ways of representing information or relationships, each with advantages and disadvantages.

Essential Questions	Enduring Understandings
Strands A-D: Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis and Probability <ul style="list-style-type: none">How do we use mathematics to model objects, events and relationships in science?	<ul style="list-style-type: none">Mathematics is a tool used to model objects, events, and relationships in the natural and designed world.

Standard 5.4 Nature And Process Of Technology

All students will understand the interrelationships between science and technology and develop a conceptual understanding of the nature and process of technology.

Big Idea: The study of science and technology is interrelated, and as such, can assist in solving problems.

Essential Questions	Enduring Understandings
Strand A. Science and Technology <ul style="list-style-type: none">How do science and technology influence each other?	<ul style="list-style-type: none">The development of technology and advances in science are mutually supportive in driving innovation in both fields.
Strand B. Nature of Technology <ul style="list-style-type: none">Are there ways to circumvent physical and social constraints when using technology?	<ul style="list-style-type: none">Physical constraints and social values play a role in limiting the use of technology to solve problems.
Strand C. Technological Design <ul style="list-style-type: none">How is the overarching concept of systems related to design and technology?	<ul style="list-style-type: none">Thinking systematically means looking for the relationships between parts.

Standard 5.5 Characteristics of Life

All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.

Big Idea: The natural world is defined by organisms and life processes which conform to principles regarding conservation and transformation of matter and energy. Knowledge about life processes can be applied to improving human health and well being.

Essential Questions	Enduring Understandings
Strand A. Matter, Energy, and Organization in Living Systems <ul style="list-style-type: none">How is matter transformed, and energy transferred/transformed in living systems?	<ul style="list-style-type: none">All organisms transfer matter and convert energy from one form to another.Both matter and energy are necessary to build and maintain structures within the organism.
Strand B. Diversity and Biological Evolution <ul style="list-style-type: none">How are organisms of the same kind different from each other?How does this help them reproduce and survive?	<ul style="list-style-type: none">Organisms are grouped in taxonomy based upon similarity.

<p>Strand C. Reproduction and Heredity</p> <ul style="list-style-type: none"> How does the understanding of manipulation of genetics, reproduction, development and evolution affect the quality of human life? 	<ul style="list-style-type: none"> The structural and functional characteristics of an organism determine their continued survival over time under changing environmental conditions.
<p>Standard 5.6 Physical Science - Chemistry</p> <p>All students will gain an understanding of the structure and behavior of matter.</p>	
<p>Big Idea: Materials exist throughout our physical world. The structures of materials influence their physical properties, chemical reactivity and use.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Structure and Properties of Matter</p> <ul style="list-style-type: none"> How do properties of materials determine their use? 	<ul style="list-style-type: none"> The atomic structures of materials determine their properties.
<p>Strand B. Chemical Reactions</p> <ul style="list-style-type: none"> What determines the type and extent of a chemical reaction? 	<ul style="list-style-type: none"> There are several ways in which elements and compounds react to form new substances and each reaction involves the flow of energy.
<p>Standard 5.7 Physics</p> <p>All students will gain an understanding of natural laws as they apply to motion, forces, and energy transformations.</p>	
<p>Big Idea: The flow of energy drives processes of change in all biological, chemical, physical and geological systems. The conservation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Motion and Forces</p> <ul style="list-style-type: none"> How would the universe be different if one or more of the laws of motion were suspended? 	<ul style="list-style-type: none"> The same basic rules govern the motion of all bodies, from planets and stars to birds and billiard balls.
<p>Strand B. Energy Transformations</p> <ul style="list-style-type: none"> How do we know that things have energy? 	<ul style="list-style-type: none"> Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).
<p>Standard 5.8 Earth Science</p> <p>All students will gain an understanding of the structure, dynamics, and geophysical systems of the earth.</p>	
<p>Big Idea: Earth's dynamic systems are made up of the geosphere, hydrosphere, atmosphere and biosphere. Interactions among these spheres have resulted in ongoing changes to the system. Some of these changes can be measured on human time scale, but others occur so slowly that they must be inferred from geological evidence.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strand A. Earth Properties and Materials</p> <ul style="list-style-type: none"> How does understanding the properties of Earth materials and the physical laws that govern behavior lead to prediction of Earth events? 	<ul style="list-style-type: none"> Earth systems can be broken down into individual components which have observable measurable properties.
<p>Strand B. Atmosphere and Weather</p> <ul style="list-style-type: none"> How do changes in one part of an Earth system affect other parts of the system? 	<ul style="list-style-type: none"> Earth's components form systems. These systems continually interact at different rates of time affecting the Earth regionally and globally.

Strand C. Processes that Shape the Earth <ul style="list-style-type: none"> How do geologic events occurring today provide insight into Earth's past? 	<ul style="list-style-type: none"> Earth's components form systems. These systems continually interact at different rates of time affecting the shape of the Earth's surface regionally and globally.
Strand D. How We Study the Earth <ul style="list-style-type: none"> How does technology extend human senses and understanding of Earth? 	<ul style="list-style-type: none"> Technology enables us to better understand Earth's systems and the impact of Earth's systems on human activity.
Standard 5.9 Astronomy and Space Science All students will gain an understanding of the origin, evolution, and structure of the universe.	
Big Idea: Our Solar System is part of the Milky Way Galaxy which is one of many galaxies in the known Universe. While the composition of planets varies considerably, their components and the applicable laws of science are universal.	
Essential Questions	Enduring Understandings
Strand A. Earth, Moon, Sun System <ul style="list-style-type: none"> What predictable, observable patterns occur as a result of the interaction between the Earth, Moon, and Sun? What causes these patterns? 	<ul style="list-style-type: none"> Observable, predictable patterns of movement in the Sun, Earth, Moon system occur because of gravitational interaction and energy from the Sun.
Strand B. Solar System <ul style="list-style-type: none"> How are planets and other objects in the Solar System similar to and different from Earth? What implication does this have for the existence and sustaining of life? 	<ul style="list-style-type: none"> Physical characteristics of planets depend on their distance from the Sun and their size.
Strand C. Stars <ul style="list-style-type: none"> What characteristics does our Sun share with other stars? 	<ul style="list-style-type: none"> The Sun is star.
Strand D. Galaxies and Universe <ul style="list-style-type: none"> Is there order to the Universe? 	<ul style="list-style-type: none"> The universe is composed of galaxies, each of which is composed of solar systems having the same elements and governed by the same laws.
Standard 5.10 Environmental Studies All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.	
Big Idea: Organisms are linked to one another in an ecosystem by the flow of energy and the cycling of materials. Humans are an integral part of the natural system and human activities can alter the stability of ecosystems.	
Essential Questions	Enduring Understandings
Strand A. Natural Systems and Interactions <ul style="list-style-type: none"> How can change in one part of an ecosystem affect change in other parts of the ecosystem? 	<ul style="list-style-type: none"> Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.
Strand B. Human Interactions and Impact <ul style="list-style-type: none"> How do humans impact the diversity and stability of ecosystems? 	<ul style="list-style-type: none"> Humans can alter the living and non-living factors within an ecosystem, thereby creating changes in the overall system.

Social Studies

Mission: *Social Studies education provides learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.*

Standard 6.1 Social Studies Skills	
All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography and economics.	
Big Idea: The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ▪ Whose point of view matters? ▪ How do you locate legitimate sources? ▪ How are present events related to past events? 	<ul style="list-style-type: none"> ▪ There are varying perspectives on the meaning of historical events. ▪ There are credible and questionable sources of information about historical and contemporary events. ▪ Historians establish justifiable timelines to connect significant events.
Standard 6.2 Civics	
All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.	
Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.	
Essential Questions	Enduring Understandings
Strand A. Civic Life, Politics and Government <ul style="list-style-type: none"> ▪ What is government and what can it do? ▪ Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? 	<ul style="list-style-type: none"> ▪ Societies require rules, laws and government. ▪ Governments can change based on the needs of people, their society and their culture. ▪ Citizens can influence government in many ways if they choose to participate.
Strand B. American Values and Principles <ul style="list-style-type: none"> ▪ How have the basic values and principles of American democracy changed and in what ways have they been preserved? 	<ul style="list-style-type: none"> ▪ Our government was founded on the principles of fairness, equality and respect for diversity.
Strand C. The Constitution and American Democracy <ul style="list-style-type: none"> ▪ How does the government established by the Constitution embody the purposes, values and principles of the American dream? ▪ How can a government decision be based on a Constitution that does not explicitly state the answer? ▪ Why have the roles and responsibilities of U.S. citizens changed? 	<ul style="list-style-type: none"> ▪ The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

<p>Strand D. Citizenship</p> <ul style="list-style-type: none"> ▪ How can citizens and groups participate effectively in the democratic process? ▪ Can the rights of American citizens ever cause conflict among them? 	<ul style="list-style-type: none"> ▪ Citizenship is a lifelong endeavor. ▪ It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few. ▪ Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.
<p>Strand E. International Education: Global Challenges, Cultures and Connections</p> <ul style="list-style-type: none"> ▪ What is the formal and informal relationship of the United States to other nations? ▪ What social, political, and economic opportunities and problems arise when cultures interact? ▪ How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? 	<ul style="list-style-type: none"> ▪ Nations interact with each other through trade, treaties and use of force. ▪ The earth is a global community where the actions of one country can affect lives in other countries. ▪ The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.
<p>Standard 6.3 World History All students will demonstrate knowledge of World History in order to understand life and events in the past and how they relate to the present and the future.</p>	
<p>Big Idea: World history prepares students to become informed global citizens able to interact with people from other cultures and understand their perspectives by learning and thinking critically about contemporary and past societies.</p>	
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>Strands A –H:</p> <ul style="list-style-type: none"> ▪ Are there general lessons to be learned from history? ▪ What causes societies to change over time? ▪ How have technology and changing demographics impacted 21st century societies? ▪ Why is there political and social conflict? ▪ How much influence do individuals have in changing history? ▪ How have individuals and groups worked to combat instances of prejudice, cruelty and discrimination? 	<ul style="list-style-type: none"> ▪ The past influences the present and the future. ▪ Societies are impacted by both internal and external factors. ▪ Conflict is inherent in the nature of human organization. ▪ Not all conflicts can be resolved. ▪ Not all social problems can be solved. ▪ Individuals have the power to make positive changes in society.

Standard 6.4 United States/New Jersey History

All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.

Essential Questions	Enduring Understandings
Strand A. Family and Community Life <ul style="list-style-type: none">How have my family's heritage and traditions influenced my current family life?How am I connected to the past?Why can traditions sometimes not be maintained?What impact has New Jersey made on American history?	<ul style="list-style-type: none">Many cultural traditions and heritages contribute to our state's and nation's diversity.
Strands B-L: <ul style="list-style-type: none">As a nation of immigrants, how should immigration best be regulated?Is it likely that the United States will remain world superpower in the 21st century? Why or why not?How can a society as diverse as the United States ever fairly balance majority rule with minority rights?Why does racial prejudice still exist?Are we ethically responsible for resolving global problems?Is America a land of opportunity?	<ul style="list-style-type: none">The United States is a nation of immigrants.Natural resources, hard work and innovation have shaped America.Individual and group efforts have shaped the civil rights struggle in America.Wealthy nations have a responsibility to aid other countriesThe American dream promotes the idea that anyone can achieve their goals with appropriate effort.

Standard 6.5 Economics

All students will acquire an understanding of key economic principles.

Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.

Essential Questions	Enduring Understandings
Strand A. Economic Literacy <ul style="list-style-type: none">How is price determined?	<ul style="list-style-type: none">Supply and demand is a basic economic principle in a capitalist society.
Strand B. Economic and Society <ul style="list-style-type: none"><i>How much</i> can business be regulated in a democratic government?Why is the United States economically prosperous?Are there limits to government activity in the economy?How "free" should national and international trade be?	<ul style="list-style-type: none">Regulation of business works better in a democracy than a dictatorship.The rise of the standard of living in the United States is determined by a variety of factors.Tax dollars are used by local, state, and national governments to provide goods and services.Protecting homemade products can cause retaliation by other countries.

Standard 6.6 Geography

All students will apply understanding of knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

Essential Questions	Enduring Understandings
Strand A. The World in Spatial Terms <ul style="list-style-type: none">How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth?	<ul style="list-style-type: none">Technological tools such as GIS, GPS and the Internet assist with solving problems related to understanding location, distance and direction.
Strand B. Place and Regions <ul style="list-style-type: none">How does human migration affect a region?	<ul style="list-style-type: none">Both the physical characteristics and human inhabitants of regions change over time.Regional geographic differences can result in social, economic and political differences.
Strand C. Physical Systems <ul style="list-style-type: none">Is geography destiny?How do natural resources affect the course of history?	<ul style="list-style-type: none">Where we live influences how we live.Natural resources determine a nation's wealth.
Strand E. Environment and Society <ul style="list-style-type: none">What are the potential limits of technology?How do human activity and environment affect each other?How big a threat is global warming?	<ul style="list-style-type: none">Innovations in technology have resulted in an interconnected world.Technological changes impact the environment.

World Languages

Mission: *The study of another language and culture prepares learners to function fully and effectively as citizens and workers in the 21st century by being able to communicate in appropriate ways with people from diverse cultures.*

Standard 7.1 Communication	
All students will be able to communicate in at least one world language in addition to English. They will use language to: engage in conversation, understanding and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.	
Big Idea: Communication is the ability to understand and be understood in real world contexts.	
Essential Questions	Enduring Understandings
<p>Strands A-C: Interpretive, Interpersonal and Presentational Modes</p> <ul style="list-style-type: none"> ▪ How do I develop communicative competence? ▪ How do I know that I am getting better in using language in real-world situations? ▪ What strategies do I need to communicate in linguistically and culturally appropriate ways? ▪ When does accuracy matter? ▪ How does the content of the world languages classroom help me understand who I am and the world in which I live? ▪ How does content help me respond to important questions that extend my learning beyond the classroom? ▪ Why do people from different cultures sometimes say, write and do things differently from the way I do them? 	<ul style="list-style-type: none"> ▪ Successful communication is knowing how, when and why to convey a message to different audiences. ▪ Language learning involves acquiring strategies to fill communication gaps. ▪ The content of the world languages classroom encompasses the entire learning experience. ▪ Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
Standard 7.2 Culture	
All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.	
Big Idea: Language and culture are mutually dependent.	
Essential Questions	Enduring Understandings
<p>Strands A-C: Interpretive, Interpersonal and Presentational Modes</p> <ul style="list-style-type: none"> ▪ How is language a product of culture? ▪ How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices? ▪ What role does stereotyping play in forming and sustaining prejudices about other cultures? 	<ul style="list-style-type: none"> ▪ Language reflects and is influenced by the culture in which it is found. ▪ Cultural perspectives are gained by using the language and through experience with its products and practices. ▪ Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

Technological Literacy

Mission: *Technological literacy is a problem-solving tool that enables learners to solve human problems, enhance human life, and understand the processes used to extend human capability in a highly technical world.*

Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems.	
Big Idea: A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.	
Essential Questions	Enduring Understandings
Strand A. Basic Computer Skills and Tools <ul style="list-style-type: none"> ▪ In a world of constant technological change, what skills should we learn? ▪ How do I choose which technological tools to use and when it is appropriate to use them? 	<ul style="list-style-type: none"> ▪ Technology is constantly changing and requires continuous learning of new skills. ▪ Selection of technology should be based on personal and/or career needs assessment.
Strand B. Application of Productivity Tools <ul style="list-style-type: none"> ▪ How can I transfer what I know to new technological situations/experiences? ▪ What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented? 	<ul style="list-style-type: none"> ▪ A tool is only as good as the person using it. ▪ Technology use can have positive or negative impact on both users and those affected by their use.
Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual society, and the environment.	
Big Idea: Technological literacy skills enable learners to adapt to a rapidly changing, man-made world by using problem solving to generate solutions from the conceptual stage to the final product.	
Essential Questions	Enduring Understandings
Strand A. Nature and Impact of Technology <ul style="list-style-type: none"> • Can we control the pace at which technology is created? Should we, even if we can? 	<ul style="list-style-type: none"> ▪ Technology evolves at an ever accelerating pace based on the needs/ wants of society and is influenced by cultural, political and environmental values and constraints.
Strand B. Design Process and Impact Assessment <ul style="list-style-type: none"> ▪ How does technology extend human capabilities? What are the positive and negative consequences of technology? Should technologies that produce negative impact continue to be used? ▪ When are the most sophisticated tools required and when are the simplest tools best? 	<ul style="list-style-type: none"> ▪ Technological outcomes have the potential for anticipated and unanticipated positive and negative results. ▪ The design process is fundamental to technology and engineering.

STRAND C. Systems in the Designed World

- Can a system continue to operate with a missing or malfunctioning component?
- Is it always beneficial to use the most economical material/materials for production of a technological product?

- A system has interrelated components designed to collectively achieve a desired goal.
- All technological activities use resources that include tools/machines, materials, information, energy, capital, time and people.

Career Education and Consumer, Family, and Life Skills

Mission: *Through Career and Technological Education, students identify and pursue career goals, apply communication and critical thinking skills, develop employability skills, and plan for further education and employment.*

Standard 9.1 Career and Technical Education All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.	
Big Idea: Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.	
Essential Questions	Enduring Understandings
Strand A. Career Awareness and Planning <ul style="list-style-type: none"> ▪ How do I decide what I want to be and how do I prepare for my career? ▪ Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers? 	<ul style="list-style-type: none"> ▪ Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. ▪ An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.
Strand B. Employability Skills <ul style="list-style-type: none"> ▪ How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers? 	<ul style="list-style-type: none"> ▪ In the 21st century, people will most likely have multiple careers and jobs. ▪ Personal actions today and tomorrow may have an effect on future employment.
Standard 9.2 Consumer, Family, and Life Skills All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.	
Big Idea: All students will demonstrate critical life skills in order to be functional members of society.	
Essential Questions	Enduring Understandings
Strand A. Critical Thinking <ul style="list-style-type: none"> ▪ How do I decide or make choices? 	<ul style="list-style-type: none"> ▪ Choices we make as individuals affect self, family, community and the world.
Strand B. Self-Management <ul style="list-style-type: none"> ▪ Why do I need to be accountable? 	<ul style="list-style-type: none"> ▪ Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction.
Strand C. Interpersonal Communications <ul style="list-style-type: none"> ▪ How do I best communicate? 	<ul style="list-style-type: none"> ▪ Effective communication skills are necessary to convey meaning and understanding to others.
Strand D. Character Development and Ethics <ul style="list-style-type: none"> ▪ How do family, school, community and workplace influence an individual's character and ethics? 	<ul style="list-style-type: none"> ▪ One's character and ethics are constantly being challenged and are ever-changing and evolving.
Strand E. Consumer and Personal Finance <ul style="list-style-type: none"> ▪ When should I start planning financially, and how is it best to do so? 	<ul style="list-style-type: none"> ▪ Financial choices have costs, benefits and consequences.
Strand F. Safety <ul style="list-style-type: none"> ▪ How is safety a personal and societal responsibility? 	<ul style="list-style-type: none"> ▪ Lack of awareness about laws and rules may lead to unsafe situations and chaos.