



UNIT 1: WHAT'S AN ENTREPRENEUR? (Pages 1 – 5)

Unit Concept: What's an Entrepreneur?

UNIT 1: JUMPSTARTER – Who Am I?

st 21 Century Skills

Partnership for 21st Century Skills Framework:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes

Core subjects Financial, economic, business and entrepreneurial literacy

Economics Standards

Council for Economic Standards

Standards: <http://www.councilforeconed.org/ea/standards>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians(AASL) & Association for Education Communications and Technology (AECT)

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies

National Council for the Social Studies (NCSS) [Standards and Skills](#): <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 1: EXPLORE IT! – That's Entrepreneurial!

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills **Economics**

Standards Council for Economic Education [Standards](http://www.councilforeconed.org/ea/standards/): <http://www.councilforeconed.org/ea/standards/> **Standard 14:**

Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) [Standards](http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf): <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

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2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

Social Studies

National Council for the Social Studies (NCSS) [Standards and](#)

Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

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Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 1: Videos, Quotes, Profiles, Web Sites, Web Challenge, Resources

21st Century Skills Partnership for 21st Century Skills [Framework:](#)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Communication and Collaboration **3. Information, Media and Technology Skills** Information Literacy ICT

(Information, Communications & Technology) Literacy **4. Life and Career Skills** Social & Cross-Cultural Skills **Arts**

Education Consortium of National Arts Education Associations [Standards:](#)

<http://artsedge.kennedy-center.org/educators/standards.aspx> **Music Content Standard #8:** Understanding relationships

between music, the other arts, and disciplines outside the arts. **Visual Arts Content Standard #6:** Making connections between visual arts and other disciplines.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

C. What are important rights in the United States?

1. Rights of individuals

- Economic rights

Economics Standards

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.pdf>

4. Critical Thinking, Problem-Solving & Decision-Making

6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians (AASL) & Association for Education Communications and Technology (AECT)

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics [Standards:](http://standards.nctm.org/document/index.htm)
<http://standards.nctm.org/document/index.htm>

Problem Solving
Connections Standard

Social Studies

National Council for the Social Studies (NCSS) [Standards and Skills:](http://www.socialstudies.org/standards/) <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Essential Social Studies Skills

Acquiring Information

- A. Reading Skills
- D. Technical Skills Unique to Electronic Devices

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills



UNIT 2: BE WHATEVER YOU WANT TO BE (Pages 6-17)

Unit Concepts: Goal Setting, I'm in Charge of Myself, Motivation, Passion, Self-Efficacy, Self-Regulated Learner, Sense of Self, Strength in Individuality

UNIT 2: JUMPSTARTER – Putting the Pieces Together

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Critical Thinking and Problem Solving Communication and Collaboration **Career Development** National Career Development Guidelines **Framework:**

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Educational Achievement and Lifelong Learning** GOAL ED1: Attain educational achievement and performance levels needed to reach your personal and career goals. **Economics** Council for Economic Education **Standards:** <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) **Standards:** <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard**

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). **Information Literacy** American Association of School Librarians & Association for Education Communications and Technology **Standards:**

http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf **1 Inquire, think**

critically, and gain knowledge. 1.1 Skills **2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.** 2.1 Skills 2.3 Responsibilities 2.4 Self-Assessment Strategies **3 Share knowledge and participate ethically and productively as members of our democratic society.** 3.1 Skills 3.2 Dispositions in Action 3.3 Responsibilities

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Communication Standard
Connections Standard
Representation Standard

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 2: JUMPSTARTER – Reveal Your Zeal

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Communication and Collaboration **Career Development** National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal**

Social Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning GOAL ED1: Attain educational achievement and performance levels

needed to reach your personal and career goals. **Economics** Council for Economic Education **Standards:**

<http://www.councilforeconed.org/ea/standards/> **Standard 14:** Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

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3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 2: EXPLORE IT! – Life Tree

21st Century Skills Partnership for 21st Century Skills [Framework:](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Visual Arts Content Standard #1: Understanding and applying media, techniques, and processes.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning

GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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2.1 Skills

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 2: EXPLORE IT! – Guess My Goal

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http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Educational Achievement and Lifelong Learning** GOAL ED1: Attain educational achievement and performance levels needed to reach your personal and career goals. GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. **Economics** Council for Economic Standards **Standards:**

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3.1 Skills

3.2 Dispositions in Action

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4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

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Joint Committee on National Health Education Standards

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Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 2: EXPLORE IT! – Where Do I Stand?

21st Century Skills Partnership for 21st Century Skills [Framework:](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDG/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Educational Achievement and Lifelong Learning

GOAL ED1: Attain educational achievement and performance levels needed to reach your personal and career goals.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics Standards

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

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1.1 Skills

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3.1 Skills

3.2 Dispositions in Action

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **Standard 6:** Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Civic Ideals and Practices Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 2: IN-DEPTH – My Life As Art

21st Century Skills Partnership for 21st Century Skills [Framework](#):

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Education Consortium of National Arts Education Associations [Standards](#):

<http://artsedge.kennedy-center.org/educators/standards.aspx> **Theater Content Standard #2:** Acting by assuming roles and interacting in improvisations **Content Standard #3:** Designing by visualizing and arranging environments for classroom dramatizations **Content Standard #4:** Directing by planning classroom dramatizations **Content Standard #5:** Researching by finding information to support classroom dramatizations **Content Standard #6:** Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms **Visual Arts Content Standard #1:** Understanding and applying media, techniques, and processes. **Content Standard #6:** Making connections between visual arts and other disciplines. **Career Development** National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.3 Responsibilities
- 4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 2: Videos, Quotes, Profiles, Web Sites, Web Challenge, Resources

st 21 Century Skills

Partnership for 21 Century Skills

Framework: http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes

Core subjects Financial, economic, business and entrepreneurial literacy

2. Learning and Innovation Skills

Communication and Collaboration

3. Information, Media and Technology Skills

Information Literacy ICT (Information, Communications & Technology) Literacy

4. Life and Career Skills

Initiative & Self-Direction

Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Music Content Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Visual Arts Content Standard #6: Making connections between visual arts and other disciplines.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning

GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management

GOAL CM2: Use a process of decision-making as one component of career development

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

D. What are important responsibilities of Americans?

1. Responsibilities of individuals.

- Personal responsibilities

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

2. Communication and Collaboration
4. Critical Thinking, Problem-Solving & Decision-Making
6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities
- 3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.2 Dispositions in Action
- 4.3 Responsibilities
- 4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Connections Standard

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Acquiring Information

- A. Reading Skills
- D. Technical Skills Unique to Electronic Devices

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills



UNIT 3: MAKE A DIFFERENCE IN YOUR COMMUNITY, YOUR GOVERNMENT AND YOUR WORLD (Pages 18-33)

Unit Concepts: Ability to Influence/Lead, Community Impact, Participatory Democracy, Systems Thinking

UNIT 3: JUMPSTARTER – Dance This Way...

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Leadership & Responsibility **Arts Education** Consortium of National Arts Education Associations [Standards](#):

<http://artsedge.kennedy-center.org/educators/standards.aspx> **Dance Content Standard #1:** Identifying and demonstrating movement elements and skills in performing dance **Content Standard #7:** Making connections between dance and other disciplines **Music Content Standard #6:** Listening to, analyzing, and describing music. **Content Standard #8:** Understanding relationships between music, the other arts, and disciplines outside the arts. **Career Development** National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2:

Develop positive interpersonal skills including respect for diversity. **Civics and Government** Center for Civic Education (See K-4) [Standards: http://www.civiced.org/stds.html](http://www.civiced.org/stds.html) **V. What are the Roles of the Citizen in American Democracy? E.**

What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy? 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. **G. What is the importance of political leadership and public service?** 1. Political leadership and public service. **Economics** Council for Economic Education [Standards](#):

<http://www.councilforeconed.org/ea/standards/> **Standard 14:** Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)
Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards
Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology
Standards: http://www.ala.org/ala/aas/aasproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.3 Responsibilities

2.4 Self-Assessment Strategies **3 Share knowledge and participate ethically and productively as members of our democratic society.**

3.2 Dispositions in Action

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

Physical Education

National Association for Sport and Physical Education (NASPE)
Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Social Studies

National Council for the Social Studies (NCSS) [Standards and Skills: http://www.socialstudies.org/standards/](http://www.socialstudies.org/standards/)

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 3: JUMPSTARTER – Make Your Mark

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Leadership & Responsibility

Career Development National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. **Civics and**

Government Center for Civic Education (See K-4) [Standards: http://www.civiced.org/stds.html](http://www.civiced.org/stds.html) **II. What are the Basic**

Values and Principles of American Democracy? B. What are some important beliefs Americans have about themselves and their government? 1. Distinctive characteristics of American society. V. What are the Roles of the Citizen in American Democracy? D. What are important responsibilities of Americans? 1. Responsibilities of individuals. •

Personal responsibilities • Civic responsibilities **E. What dispositions or traits of character are important to the**

preservation and improvement of American constitutional democracy? 1. Dispositions that enhance citizen

effectiveness and promote the healthy functioning of American constitutional democracy. **Economics** Council for

Economic Education [Standards: http://www.councilforeconed.org/ea/standards/](http://www.councilforeconed.org/ea/standards/) **Standard 14: Entrepreneurship**

English

Language Arts International Reading Association (IRA) & National Council of Teachers of English (NCTE) [Standards:](http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf)

<http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 11.** Students participate as knowledgeable,

reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and

visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health Joint Committee on National Health Education Standards [Standards: http://opi.mt.gov/PDF/Health/NHES.pdf](http://opi.mt.gov/PDF/Health/NHES.pdf)

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. **Standard**

7: Students will demonstrate the ability to advocate for personal, family and community health.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.3 Responsibilities

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

Social Studies

National Council for the Social Studies (NCSS) [Standards and](#)

Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VI. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

C. Social and Political Participation Skills

UNIT 3: EXPLORE IT! – It's A Small, Small World

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration

4. Life and Career Skills Initiative & Self-Direction Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education

Associations [Standards: http://artsedge.kennedy-center.org/educators/standards.aspx](http://artsedge.kennedy-center.org/educators/standards.aspx)

Theater Content Standard #2: Acting by assuming roles and interacting in improvisations **Content Standard #6:** Comparing and integrating art forms by analyzing

traditional theatre, dance, music, visual arts, and new art forms

Career Development

National Career Development Guidelines (NCDG)

Framework:

http://associationdatabase.com/aws/NCDA/asset_manager/get_file?3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Career Management

GOAL CM2: Use a process of decision-making as one component of career development.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

What are the Basic Values and Principles of American Democracy?

What are some important beliefs Americans have about themselves and their government?

1. Distinctive characteristics of American society.

F. How can people work together to promote the values and principles of American democracy?

1. Promoting ideals.

V. What are the Roles of the Citizen in American Democracy?

D. What are important responsibilities of Americans?

1. Responsibilities of individuals.

- Personal

responsibilities

- Civic responsibilities

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.3 Responsibilities

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.3 Responsibilities
- 4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics Standards:

<http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council Standards:

<http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard
Systems, order, and organization

Social Studies

National Council for the Social Studies (NCSS) Standards and

Skills: <http://www.socialstudies.org/standards/>

- **People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places and environments

- **Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

VIII. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills
- C. Social and Political Participation Skills

UNIT 3: EXPLORE IT! – Greetings from Earth

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core Subjects Financial, economic, business and entrepreneurial literacy Civic Literacy **2. Learning and Innovation Skills** Creativity and Innovation Communication and Collaboration **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations **Standards:** <http://artsedge.kennedy-center.org/educators/standards.aspx> **Visual Arts Content Standard #1:** Understanding and applying media, techniques, and processes. **Career Development** National Career Development Guidelines (NCDG) **Framework:** http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS2: Develop positive interpersonal skills including respect for diversity. GOAL PS4: Balance personal, leisure, community, learner, family, and work roles. **Civics and Government** Center for Civic Education (See K-4) **Standards:** <http://www.civiced.org/stds.html> **II. What are the Basic Values and Principles of American Democracy? B. What are some important beliefs Americans have about themselves and their government? 1.** Distinctive characteristics of American society. **Economics** Council for Economic Education **Standards:** <http://www.councilforeconed/ea/standards/> **Standard 14:** Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) **Standards:** <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 5.** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.3 Responsibilities

4.4 Self-Assessment Strategies

Science

National Research Council Standards:

<http://www.nap.edu/readingroom/books/nres/>

Unifying Concepts and Processes Standard

Systems, order, and organization

Social Studies

National Council for the Social Studies (NCSS) Standards and

Skills: <http://www.socialstudies.org/standards/>

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 3: EXPLORE IT! – Cookie Charisma

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core Subjects Financial, economic, business and entrepreneurial literacy Civic Literacy **2. Learning and Innovation Skills** Creativity and Innovation Communication and Collaboration **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills Leadership & Responsibility **Arts Education** Consortium of National Arts Education Associations **Standards:** <http://artsedge.kennedy-center.org/educators/standards.aspx> **Theater Content Standard #2:** Acting by assuming roles and interacting in improvisations **Content Standard #6:** Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms **Career Development** National Career Development Guidelines (NCDG) **Framework:** http://associationdatabase/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Civics and Government** Center for Civic Education (See K-4) **Standards:** <http://www.civiced.org/stds.html> **V. What are the Roles of the Citizen in American Democracy? D. What are important responsibilities of Americans?** 1. Responsibilities of individuals. • Personal responsibilities • Civic responsibilities **E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?** 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. **Economics** Council for Economic Education **Standards:** <http://www.councilforeconed.org/ea/standards/> **Standard 14:** Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) **Standards:** <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology
Standards: http://www.ala.org/ala/aas/aasiprof/tools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.3 Responsibilities

Social Studies

National Council for the Social Studies (NCSS) Standards and Skills: <http://www.socialstudies.org/standards/>

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills
- C. Social and Political Participation Skills

UNIT 3: IN-DEPTH – No Vehicles in the Park

21st Century Skills Partnership for 21st Century Skills Framework:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core Subjects Financial, economic, business and entrepreneurial literacy Civic Literacy

2. Learning and Innovation Skills

Creativity and Innovation Critical
Thinking & Problem Solving
Communication and Collaboration

4. Life and Career Skills

Initiative & Self-Direction
Social & Cross-Cultural Skills
Leadership & Responsibility

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Theater Content Standard #2: Acting by assuming roles and interacting in improvisations

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

I. What is Government and What Should It Do?

D. What are some of the most important things governments do?

1. Functions of government.

E. What are the purposes of laws and rules?

1. Purposes of rules and laws.

- **What are the Basic Values and Principles of American Democracy?**

- **What are some important beliefs Americans have about themselves and their government?**

1. Distinctive characteristics of American society.

F. How can people work together to promote the values and principles of American democracy?

1. Promoting ideals.

V. What are the Roles of the Citizen in American Democracy?

D. What are important responsibilities of Americans?

1. Responsibilities of individuals.

- Personal

responsibilities

- Civic responsibilities

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Standard 16: Role of Government

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.3 Responsibilities

Science

National Research Council Standards:

<http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard

Systems, order, and organization

Social Studies

National Council for the Social Studies (NCSS) Standards and

Skills: <http://www.socialstudies.org/standards/>

- **Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- **Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills
- C. Social and Political Participation Skills

UNIT 3: Videos, Quotes, Profiles, Web Sites, Web Challenge, Resources

21st Century Skills

Partnership for 21st Century Skills Framework:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes

Core subjects Financial, economic, business and entrepreneurial literacy

2. Learning and Innovation Skills

Communication and Collaboration

3. Information, Media and Technology Skills

Information Literacy ICT (Information, Communications & Technology) Literacy

4. Life and Career Skills

Initiative & Self-Direction
Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Music Content Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Visual Arts Content Standard #6: Making connections between visual arts and other disciplines.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDG/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning

GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management

GOAL CM2: Use a process of decision-making as one component of career development

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

I. What is Government and What Should It Do?

A. What is government?

1. Defining government.

D. What are some of the most important things governments do?

1. Functions of government.

E. What are the purposes of laws and rules?

1. Purposes of rules and laws.

- **What are the Basic Values and Principles of American Democracy?**

- **What are the most important values and principles of American democracy?**

1. Fundamental values and principles.

B. What are some important beliefs Americans have about themselves and their government?

1. Distinctive characteristics of American society.
 - Importance of their school, community, state, nation.

F. How can people work together to promote the values and principles of American democracy?

1. Promoting ideals.

V. What are the Roles of the Citizen in American Democracy?

D. What are important responsibilities of Americans?

1. Responsibilities of individuals.

- Personal responsibilities

E. What dispositions of character are important to the preservation and improvement of American democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy.

F. How can Americans participate in their government?

1. Forms of participation.

G. What is the importance of political leadership and public service?

1. Political leadership and public service.

H. How should Americans select leaders?

1. Selecting leaders.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.pdf>

2. Communication and Collaboration
4. Critical Thinking, Problem-Solving & Decision-Making
6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities
- 3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.2 Dispositions in Action
- 4.3 Responsibilities
- 4.4 Self-Assessment Strategies

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Mathematics

National Council of Teachers of Mathematics Standards:

<http://standards.nctm.org/document/index.htm>

- Problem Solving Standard
- Connections Standard

Science

National Research Council Standards:

<http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard K-12

Systems, order, and organization

Social Studies

National Council for the Social Studies (NCSS) Standards and

Skills: <http://www.socialstudies.org/standards/>

II. Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

- **Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- **Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

C. Social and Political Participation Skills



UNIT 4: CREATE SOMETHING GREAT (Pages 34-50)

Unit Concepts: Creativity and Innovation, Exploration, Ideation, Independent Thinking, Inquiry

UNIT 4: JUMPSTARTER – Brain Trick 1: \$1 Bill

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career**

Skills Initiative & Self-Direction Social & Cross-Cultural Skills Career Development National Career Development

Guidelines (NCDG) **Framework:**

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Career Management** GOAL

CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your

employment. **Economics** Council for Economic Education **Standards:** <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of

Teachers of English (NCTE) **Standards:** <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard**

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning,

enjoyment, persuasion, and the exchange of information). **Information Literacy** American Association of School

Librarians & Association for Education Communications and Technology **Standards:**

http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf **1. Inquire, think critically,**

and gain knowledge. 1.1 Skills 1.2 Dispositions in Action 1.3 Responsibilities 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics [Standards:](http://standards.nctm.org/document/index.htm)
<http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Connections Standard

Social Studies

National Council for the Social Studies (NCSS) [Standards and Skills:](http://www.socialstudies.org/standards/) <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 4: JUMPSTARTER – Brain Trick 2: Ice Cream

21st Century Skills Partnership for 21st Century Skills [Framework:](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career**

Skills Initiative & Self-Direction Social & Cross-Cultural Skills **Career Development** National Career Development

Guidelines (NCDG) [Framework:](http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf)

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Career Management** GOAL

CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics Standards:

<http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Connections Standard

Social Studies

National Council for the Social Studies (NCSS) Standards and

Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 4: JUMPSTARTER – Brain Trick 3: Dirt in a Hole

21st Century Skills Partnership for 21st Century Skills Framework:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy

2. Learning and Innovation Skills

Creativity and Innovation Critical
Thinking & Problem Solving
Communication and Collaboration

4. Life and Career Skills

Social & Cross-Cultural Skills

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Career Management

GOAL CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Economics

National Council on Economics Education (NCEE)

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics Standards:

<http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Connections Standard

Social Studies

National Council for the Social Studies (NCSS) [Standards and Skills](#): <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 4: JUMPSTARTER – Number Theater

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations [Standards](http://artsedge.kennedy-center.org/educators/standards.aspx): <http://artsedge.kennedy-center.org/educators/standards.aspx> **Theater Content Standard #2:** Acting by assuming roles and interacting in improvisations **Career Development** National Career Development Guidelines (NCDG)) [Framework](http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf): http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Career Management** GOAL CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. **Economics** Council for Economic Education [Standards](http://www.councilforeconed.org/ea/standards/):

<http://www.councilforeconed.org/ea/standards/> **Standard 14:** Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) [Standards](http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf):

<http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology
Standards: http://www.ala.org/ala/aas/aasiprof/tools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics Standards:
<http://standards.nctm.org/document/index.htm>

- Number and Operations Standard
- Problem Solving Standard
- Communication Standard
- Connections Standard
- Representation Standard

Social Studies

National Council for the Social Studies (NCSS) Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 4: EXPLORE IT! – Creative Power

21st Century Skills Partnership for 21st Century Skills Framework:
http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration

4. Life and Career Skills

Initiative & Self-Direction
Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Dance Content Standard #7: Making connections between dance and other disciplines

Music

Content Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts

Visual Arts Content Standard #6: Making connections between visual arts and other disciplines.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Career Management

GOAL CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Science

National Research Council [Standards:](#)

<http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard

Form and Function

Science and Technology Standard E

Abilities of Technological Design

Understanding About Science and Technology

Science in Personal and Social Perspectives Standard F

Science and Technology in Local Challenges

Social Studies

National Council for the Social Studies (NCSS) [Standards and](#)

[Skills: http://www.socialstudies.org/standards/](http://www.socialstudies.org/standards/)

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 4: EXPLORE IT! – Four Hats Thinking

21st Century Skills Partnership for 21st Century Skills [Framework:](#)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Theater Content Standard #2: Acting by assuming roles and interacting in improvisations.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Career Management

GOAL CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard
Communication Standard
Connections Standard
Representation Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science as Inquiry Standard A

Understandings about scientific inquiry

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 4: EXPLORE IT! – What Would A Superhero Do?

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st**

Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation**

Skills Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career**

Skills Initiative & Self-Direction Social & Cross-Cultural Skills **Career Development** National Career Development

Guidelines (NCDG) **Framework:**

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Career Management** GOAL

CM4: Master academic, occupational, and general employability skills in order to obtain, create, main tain, and/or advance your employment.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 4: IN-DEPTH – Pencil Me In

21st Century Skills

Partnership for 21st Century Skills Framework:

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes

Core subjects Financial, economic, business and entrepreneurial literacy

2. Learning and Innovation Skills

Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration

4. Life and Career Skills

Initiative & Self-Direction Social & Cross-Cultural Skills

Arts Education

Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Visual Arts Content Standard #1: Understanding and applying media, techniques, and processes. **Content Standard #6:** Making connections between visual arts and other disciplines

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Career Management

GOAL CM4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

- **What are the Basic Values and Principles of American Democracy?**
- **What are the most important values and principles of American democracy?**
 1. Fundamental values and principles.
- B. What are some important beliefs Americans have about themselves and their government?**
 1. Distinctive characteristics of American society.
 - Importance of their school, community, state, nation.
- V. What are the Roles of the Citizen in American Democracy?**
- D. What are important responsibilities of Americans.**
 1. Responsibilities of individuals.
 - Personal responsibilities
- E. What dispositions of character are important to the preservation and improvement of American democracy?**
 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy.
- G. What is the importance of political leadership and public service?**
 1. Political leadership and public service.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

- 2.1 Skills
- 2.2 Dispositions in Action
- 2.3 Responsibilities
- 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

- Problem Solving Standard
- Communication Standard
- Connections Standard
- Representation Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard

Form and Function

Science and Technology Standard E

Abilities of Technological Design

Understanding About Science and Technology

Science in Personal and Social Perspectives Standard F

Types of Resources Science and Technology
in Local Challenges

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

VIII. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 4: Videos, Quotes, Profiles, Web Sites, Web Challenge, Resources

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes Core subjects Financial, economic, business and entrepreneurial literacy

2. Learning and Innovation Skills Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration

3. Information, Media and Technology Skills Information Literacy ICT (Information, Communications & Technology) Literacy

4. Life and Career Skills Initiative & Self-Direction Social & Cross-Cultural Skills

Arts Education Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Music Content Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Visual Arts Content Standard #6: Making connections between visual arts and other disciplines.

Career Development National Career Development Guidelines (NCDG) **Framework:**

http://assocaitondatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management

GOAL CM2: Use a process of decision-making as one component of career development

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

- **What are the Basic Values and Principles of American Democracy?**
 - **What are some important beliefs Americans have about themselves and their government?**
1. Distinctive characteristics of American society.

V. What are the Roles of the Citizen in American Democracy?

D. What are important responsibilities of Americans?

1. Responsibilities of individuals.

- Personal responsibilities

E. What dispositions or traits of character are important to the preservation and improvement of American democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

2. Communication and Collaboration
4. Critical Thinking, Problem-Solving & Decision-Making
6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Connections Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science as Inquiry Standard A

Understandings about scientific inquiry

Social Studies

National Council for the Social Studies (NCSS) [Standards and](#)

[Skills: http://www.socialstudies.org/standards/](http://www.socialstudies.org/standards/)

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

C. Social and Political Participation Skills



UNIT 5: SUCCEED NO MATTER WHAT (Pages 51-67)

Unit Concepts: Ability to Embrace Change, Lateral Thinking, Learning Through Failure, Persistence/Perseverance, Problem Solving, Risk Taking, Taking Responsibility

UNIT 5: JUMPSTARTER – Come Back to Me

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills **Career Development** National Career Development Guidelines (NCDG) **Framework:**

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2:

Develop positive interpersonal skills including respect for diversity. **Civics and Government** Center for Civic Education (See K-4) **Standards:** <http://www.civiced.org/stds.html> **V. What are the Roles of the Citizen in American Democracy? E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?** 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. **Economics** Council for Economic Education **Standards:**

<http://www.councilforeconed.org/ea/standards/> **Standard 14:** Entrepreneurship **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) **Standards:**

<http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 5: JUMPSTARTER – Out-of-Bottle Experience

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills **Career Development** National Career Development Guidelines (NCDG) **Framework:**

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2:

Develop positive interpersonal skills including respect for diversity. **Civics and Government** Center for Civic Education (See K-4) **Standards:** <http://www.civiced.org/stds.html> **V. What are the Roles of the Citizen in American Democracy? E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?** 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy. **Economics** Council for Economic Education **Standards:**

<http://www.councilforeconed.org/ea/standards/> **Standard 14: Entrepreneurship** **English Language Arts** International Reading Association (IRA) & National Council of Teachers of English (NCTE) **Standards:**

<http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf> **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy American Association of School Librarians & Association for Education Communications and Technology **Standards:** http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf **1**

Inquire, think critically, and gain knowledge. 1.1 Skills 1.3 Responsibilities 1.4 Self-Assessment Strategies **2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.** 2.1 Skills 2.2 Dispositions in Action 2.3 Responsibilities 2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

- 3.1 Skills
- 3.2 Dispositions in Action
- 3.3 Responsibilities

4 Pursue personal and aesthetic growth.

- 4.1 Skills
- 4.2 Dispositions in Action
- 4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

- Problem Solving Standard
- Communication Standard
- Connections Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 5: EXPLORE IT! – Rope Trick

21st Century Skills Partnership for 21st Century Skills [Framework:](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills

Career Development

National Career Development Guidelines (NCDG)

Framework: http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/tstandards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 5: EXPLORE IT! – The Great Golf Ball Challenge

21st Century Skills Partnership for 21st Century Skills [Framework:](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills **Career Development** National Career Development Guidelines (NCDG) [Framework:](http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf)

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2: Develop positive interpersonal skills including respect for diversity.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

- Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

- Standard 5** – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 5: EXPLORE IT! – Balloon Dance

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social &

Cross-Cultural Skills **Career Development** National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2:

Develop positive interpersonal skills including respect for diversity. **Career Management** GOAL CM2: Use a process of

decision-making as one component of career development. **Civics and Government** Center for Civic Education (See

K-4) [Standards: http://www.civiced.org/stds.html](http://www.civiced.org/stds.html) **V. What are the Roles of the Citizen in American Democracy? E. What**

dispositions or traits of character are important to the preservation and improvement of American constitutional democracy? 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nres/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 5: EXPLORE IT! – In the Mind's Eye

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social &

Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations [Standards](#):

<http://artsedge.kennedy-center.org/educators/standards.aspx> **Music Content Standard #6:** Listening to, analyzing and describing music **Content Standard #8:** Understanding relationships between music, the other arts, and disciplines outside the arts. **Career Development** National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social**

Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2: Develop positive interpersonal skills including respect for diversity. GOAL PS3: Integrate personal growth and change into your career development. **Career Management** GOAL CM2: Use a process of decision-making as one component of career development. **Civics and Government** Center for Civic Education (See K-4) [Standards](#):

<http://www.civiced.org/stds.html> **V. What are the Roles of the Citizen in American Democracy? E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy? 1.**

Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

Standard 7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aas/aas/proftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science and Technology Standard E

Understanding about science and technology

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills

UNIT 5: IN-DEPTH – Safe Landing

21st Century Skills Partnership for 21st Century Skills [Framework](#):

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

1. Core Subjects & 21st Century Themes Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking & Problem Solving Communication and Collaboration **4. Life and Career Skills** Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations

Standards: <http://artsedge.kennedy-center.org/educators/standards.aspx>

Visual Arts Content Standard #1: Understanding and applying media, techniques, and processes. **Content Standard #6:** Making connections between visual arts and other disciplines

Career Development National Career Development Guidelines (NCDG) [Framework](#):

http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2:

Develop positive interpersonal skills including respect for diversity. GOAL PS3: Integrate personal growth and change into your career development. **Career Management** GOAL CM2: Use a process of decision-making as one component of career development.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

V. What are the Roles of the Citizen in American Democracy?

E. What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?

1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American constitutional democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Physical Education

National Association for Sport and Physical Education (NASPE)

Standards: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Unifying Concepts and Processes Standard

Form and function

Science and Technology Standard E

Abilities of Technological Design

Understanding About Science and Technology

Science in Personal and Social Perspectives Standard F

Science and Technology in Local Challenges

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VIII. Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive Skills

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

UNIT 5: Videos, Quotes, Profiles, Web Sites, Web Challenge, Resources

21st Century Skills Partnership for 21st Century Skills **Framework:**

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration **3. Information, Media and Technology Skills** Information Literacy ICT (Information, Communications & Technology) Literacy **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations **Standards:** <http://artsedge.kennedy-center.org/educators/standards.aspx> **Visual Arts Content Standard #6:** Making connections between visual arts and other disciplines.

Career Development

National Career Development Guidelines (NCDG)

Framework: http://assciatondatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf

Personal Social Development

GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept.

Educational Achievement and Lifelong Learning

GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management

GOAL CM2: Use a process of decision-making as one component of career development

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

- **What are the Basic Values and Principles of American Democracy?**
- **What are some important beliefs Americans have about themselves and their government?**
 1. Distinctive characteristics of American society.
- V. What are the Roles of the Citizen in American Democracy?**
- D. What are important responsibilities of Americans?**
 1. Responsibilities of individuals.
 - Personal responsibilities
- E. What dispositions of character are important to the preservation and improvement of American democracy?**
 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx>

2. Communication and Collaboration
4. Critical Thinking, Problem-Solving & Decision-Making
6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Educations Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Connections Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science as Inquiry Standard A

Understandings about scientific inquiry

Unifying Concepts and Processes Standard

Form and Function

Science and Technology Standard E

Understanding About Science and Technology

Science in Personal and Social Perspectives Standard F

Science and Technology in Local Challenges

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

V. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic

Essential Social Studies Skills

Acquiring Information

A. Reading Skills

Organizing & Using Information

A. Thinking Skills

B. Decision-Making Skills

C. Metacognitive

Interpersonal Relationships & Social Participation

A. Personal Skills

B. Group Interaction Skills

C. Social and Political Participation Skills



UNIT 6: TEAM ATB WRAP-UP: BE AN ENTREPRENEUR! (Pages 68-71)

Unit Concepts: Ability to Embrace Change, Ability to Influence/Lead, Community Impact, Creativity and Innovation, Exploration, Goal Setting, Ideation, I'm in Charge of Myself, Independent Thinking, Inquiry, Lateral Thinking, Learning Through Failure, Motivation, Passion, Participatory Democracy, Persistence/Perseverance, Problem Solving, Risk Taking, Self-Efficacy, Self-Regulated Learner, Sense of Self, Strength in Individuality, Systems Thinking, Taking Responsibility, What is an Entrepreneur?

UNIT 6: PROJECT: BE AN ENTREPRENEUR

21st Century Skills Partnership for 21st Century Skills **Framework:** http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 **1. Core Subjects & 21st Century Themes** Core Subjects Financial, economic, business and entrepreneurial literacy **2. Learning and Innovation Skills** Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration **3. Information, Media and Technology Skills** Information Literacy ICT (Information, Communications & Technology) Literacy **4. Life and Career Skills** Initiative & Self-Direction Social & Cross-Cultural Skills **Arts Education** Consortium of National Arts Education Associations **Standards:** <http://artsedge.kennedy-center.org/educators/standards.aspx> **Music Content Standard #8:** Understanding relationships between music, the other arts, and disciplines outside the arts. **Theater Content Standard #2:** Acting by assuming roles and interacting in improvisations **Content Standard #3:** Designing by visualizing and arranging environments for classroom dramatizations **Content Standard #4:** Directing by planning classroom dramatizations **Content Standard #5:** Researching by finding information to support classroom dramatizations **Visual Arts Content Standard #1:** Understanding and applying media, techniques, and processes. **Content Standard #6:** Making connections between visual arts and other disciplines. **Career Development** National Career Development Guidelines (NCDG) **Framework:** http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3384/ncdguidelines2007.pdf **Personal Social Development** GOAL PS1: Develop understanding of yourself to build and maintain a positive self-concept. GOAL PS2: Develop positive interpersonal skills including respect for diversity. **Educational Achievement and Lifelong Learning** GOAL ED2: Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. **Career Management** GOAL CM2: Use a process of decision-making as one component of career development.

Civics and Government

Center for Civic Education (See K-4)

Standards: <http://www.civiced.org/stds.html>

- **What are the Basic Values and Principles of American Democracy?**
- **What are the most important values and principles of American democracy?**
 1. Fundamental values and principles.
- B. What are some important beliefs Americans have about themselves and their government?**
 1. Distinctive characteristics of American society.
- F. How can people work together to promote the values and principles of American democracy?**
 1. Promoting ideals.

- V. What are the Roles of the Citizen in American Democracy?**
- C. What are important rights in the United States?**
 1. Rights of individuals.
 - Economic rights
- D. What are important responsibilities of Americans?**
 1. Responsibilities of individuals.
 - Personal responsibilities
- E. What dispositions of character are important to the preservation and improvement of American democracy?**
 1. Dispositions that enhance citizen effectiveness and promote the healthy functioning of American democracy.

Economics

Council for Economic Education

Standards: <http://www.councilforeconed.org/ea/standards/>

Standard 14: Entrepreneurship

Educational Technology

International Society for Technology in Education (ISTE)

Standards: <http://www.iste.org/nets-for-students/nets-student-standards-2007.aspx>

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem-Solving & Decision-Making
5. Digital Citizenship
6. Technology Operations and Concepts

English Language Arts

International Reading Association (IRA) & National Council of Teachers of English (NCTE)

Standards: <http://www.ncte.org/library/files/Store/Books/Sample/StandardsDoc.pdf>

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. **Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). **Standard 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. **Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. **Standard 7.** Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. **Standard 8.** Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. **Standard 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. **Standard 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Health

Joint Committee on National Health Education Standards

Standards: <http://opi.mt.gov/PDF/Health/NHES.pdf>

. **Standard 6:** Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Information Literacy

American Association of School Librarians & Association for Education Communications and Technology

Standards: http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_Learning_Standards_2007.pdf

1 Inquire, think critically, and gain knowledge.

1.1 Skills

1.2 Dispositions in Action

1.3 Responsibilities

1.4 Self-Assessment Strategies

2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

2.1 Skills

2.2 Dispositions in Action

2.3 Responsibilities

2.4 Self-Assessment Strategies

3 Share knowledge and participate ethically and productively as members of our democratic society.

3.1 Skills

3.2 Dispositions in Action

3.3 Responsibilities

3.4 Self-Assessment Strategies

4 Pursue personal and aesthetic growth.

4.1 Skills

4.2 Dispositions in Action

4.3 Responsibilities

4.4 Self-Assessment Strategies

Mathematics

National Council of Teachers of Mathematics

Standards: <http://standards.nctm.org/document/index.htm>

Problem Solving Standard

Communication Standard

Connections Standard

Representation Standard

Science

National Research Council

Standards: <http://www.nap.edu/readingroom/books/nses/>

Science as Inquiry Standard A

Understandings about scientific inquiry

Unifying Concepts and Processes Standard

Form and Function

Science and Technology Standard E

Abilities of Technological Design

Understanding About Science and Technology

Science in Personal and Social Perspectives Standard F

Science and Technology in Local Challenges

Social Studies

National Council for the Social Studies (NCSS)

Standards and Skills: <http://www.socialstudies.org/standards/>

IV. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

VII. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

X. Civic Ideals and Practices

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Essential Social Studies Skills**Acquiring Information**

- A. Reading Skills
- B. Study Skills
- C. Reference & Information-Search Skills
- D. Technical Skills Unique to Electronic Devices

Organizing & Using Information

- A. Thinking Skills
- B. Decision-Making Skills
- C. Metacognitive Skills

Interpersonal Relationships & Social Participation

- A. Personal Skills
- B. Group Interaction Skills
- C. Social and Political Participation Skills