How to Read the New Format:

1. The student expectations have not changed, but the order, headings, and numbers have.

2. This document was created in response to the new Common Core State Standards. The CCSS were heavily influenced by PARC 21st century skills, so it should be noted that our standards are heavily influenced by PARCC 21st century skills as well.

3. Example of interpreting numbers:

#### Strand 1: Creative and Innovative Thinking

**FOCUS 1: Thinking Creatively**

**CONTENT STANDARD 1:** Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of fluency.

#### 1.1.1.1 The learner will generate many alternatives in problem finding and problem solving.

Learning expectation number

Content Standard number

Focus number: all standards with a 1 in this position indicate a focus on Thinking Creatively.

Strand number: all standards with a 1 first indicate the strand Creative and Innovative Thinking.

You decide when you will introduce and develop and extend each framework. As you use the frameworks, you can add in the CCSS you use with the framework, as many CCSS frameworks could fit with any of our frameworks.

The following categories will guide the document’s format:

**STRAND:** A major area of study that may be broken down into other specialized areas.

1. Creative & Innovative Thinking

2. Critical Thinking & Problem Solving

3. Information, Media, & Technology Skills

4. Life & Career Skills

5. Communication & Collaboration

**FOCUS:** An area of study connected to a strand that specifies a focus or specific direction for the strand.

**CONTENT STANDARD:** A statement about what student learners should be capable of doing if they meet the expectation or standard of the Focus area.

**STUDENT LEARNING EXPECTATION:** A specific statement of what a learner should be capable of doing within the Content Standard.

**SCOPE/BENCHMARK:** When and how a student learner should accomplish the Student Learning Expectation. There are four grade levels established: K-2, 3-6, 7-9, and 10-12.

**COMMON CORE ANCHOR STANDARDS:**

**Gifted and Talented Education Frameworks**

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| ***STRANDS*** | **DESCRIPTION** |
| 1. Creative & Innovative Thinking | Students will increase their ability to think creatively, work creatively with others, and implement innovations. |
| 2. Critical Thinking & Problem Solving | Students will reason effectively, use system thinking, make judgments,, and solve problems. |
| 3. Communication & Collaboration | Students will increase their ability to communicate clearly and collaborate with others. |
| 4. Information, Media Skills, & Technology | Students will apply information, media, and ICT (information, communications and technology) literacy in various modes and situations. |
| 5. Life & Career Skills (Affective Domain) | Students will increase their ability to show flexibility, adaptability, initiative and self-direction. Students will increase their social/cross-cultural skills, productivity/accountability, and leadership/responsibility. |
| 6. Interdisciplinary Themes | Students will increase their global awareness.  Students will increase their financial, economic, business, civic, health, environmental and entrepreneurial literacy. |

#### Strand 1: Creative and Innovative Thinking

**FOCUS 1: Thinking Creatively**

**CONTENT STANDARD 1:** Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of fluency.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.1.1 | The learner will generate many alternatives in problem finding and problem solving. | I | D | E | E |  |
| 1.1.1.2 | The learner will utilize brainstorming techniques. | I | D | E | E |  |
| 1.1.1.3 | The learner will generate a list of pros and cons. |  |  |  |  |  |
| 1.1.1.4 | The learner will generate a list of attributes. |  |  |  |  |  |

**CONTENT STANDARD 2:** Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of flexibility.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.2.1 | The learner will utilize new and different approaches to problems. | I | D | E | E |  |
| 1.1.2.2 | The learner will minify, magnify and/or modify ideas or concepts. | I | D | E | E |  |
| 1.1.2.3 | The learner will adapt a single idea or material to many different uses. | I | D | E | E |  |
| 1.1.2.4 | The learner will explore unexplained or unknown concepts. | I | D | E | E |  |
| 1.1.2.5 | The learner will apply a principle or concept to different areas. | I | D | E | E |  |

**CONTENT STANDARD 3**: Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of originality.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.3.1 | The learner will create unique products or ideas by combining, rearranging, redesigning, reversing or substituting unusual concepts or materials. | I | D | E | E |  |
| 1.1.3.2 | The learner will generate unusual solutions to problems. | I | D | E | E |  |
| 1.1.3.3 | The learner will generate unusually answers to questions. | I | D | E | E |  |
| 1.1.3.4 | The learner will develop new ideas or concepts by synthesizing seemingly unconnected information. | I | D | E | E |  |
| 1.1.3.5 | The learner will reorganize a body of information and make original additions to it. | I | D | E | E |  |

**CONTENT STANDARD 4**: Students will increase their ability to elaborate and refine their own ideas in order to improve and maximize creative efforts through the use of elaboration.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.4.1 | The learner will recognize the need for detail. | I | D | E | E |  |
| 1.1.4.2 | The learner will use detail to embellish or enhance objects, concepts, or questions. | I | D | E | E |  |
| 1.1.4.3 | The learner will recognize and use detail appropriately to embellish or enhance objects, concepts, or questions. | I | D | E | E |  |
| 1.1.4.4 | The learner will distinguish between detail and the necessary components of concepts or products (fluff vs. necessity) | I | D | E | E |  |

**CONTENT STANDARD 5**: Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of curiosity.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.5.1 | The learner will pose questions. | I | D | E | E |  |
| 1.1.5.2 | The learner will recognize the relationship between problem-finding and problem-solving. | I | D | E | E |  |
| 1.1.5.3 | The learner will question relationships and interpretation. | I | D | E | E |  |

**CONTENT STANDARD 6**: Students will increase their ability to create new and worthwhile ideas and use a wide range of creation techniques through the use of imagination.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.1.6.1 | The learner will create alternate outcomes for reality with increasing complexity; envision possibilities for future systems. |  | I | D | E |  |
| 1.1.6.2 | The learner will give human traits to inanimate objects. | I | D | E | E |  |
| 1.1.6.3 | The learner will demonstrate an ability to overcome constraints. | I | D | E | E |  |

**Strand 1: Creative and Innovative Thinking**

**FOCUS 2: Working Creatively**

**Content Standard 1:** Students will develop, implement and communicate new ideas to others effectively.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.2.1.1 | The learner will brainstorm the most effective way to communicate new ideas, opinions, and feelings to a group. | I | D | E | E |  |
| 1.2.1.2 | The learner will create the most effective way to communicate new ideas, opinions, and feelings to an appropriate group. | I | D | E | E |  |
| 1.2.1.3 | The learner will communicate the most effective way to share new ideas, opinions, and feelings to an appropriate group. | I | D | E | E |  |

**Content Standard 2:** Students will be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.2.2.1 | The learner will accept constructive feedback. | I | D | E | E |  |
| 1.2.2.2 | The learner will put positive and negative feedback into perspective. | I | D | E | E |  |
| 1.2.2.3 | The learner will implement feedback to make necessary improvements. | I | D | E | E |  |

**Content Standard 3:** Students will demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.2.3.1 | The learner will recognize one’s own special abilities and limitations in creating original and inventive products. | I | D | E | E |  |
| 1.2.3.2 | The learner will create original and inventive products that are transferable to real world application. | I | D | E | E |  |

**Content Standard 4:** Students will view failure as an opportunity to learn; understand that creativity and innovation are long-term, cyclical processes that consists of small successes and frequent mistakes.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 1.2.4.1 | The learner will learn from presentations, products, etc. and make evident improvements on the next similar endeavor. | I | D | E | E |  |

**Strand 1: Creative and Innovative Thinking**

**FOCUS 3: Implement Innovations**

**Content Standard 1:** Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-6 | 7-9 | 10-12 |
| 1.3.1.1 | The learner will create unique products that are relevant to the field in which the innovation will occur. | I | D | E | E |  |

#### Strand 2: Critical Thinking & Problem Solving

**FOCUS 1: Reason Effectively**

**Content Standard 1:** Students will use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.1.1.1 | The learner will identify a main idea in oral, written or non-verbal form. | I | D | E | E |  |
| 2.1.1.2 | The learner will recognize relationships among ideas and data. | I | D | E | E |  |
| 2.1.1.3 | The learner will classify information into logical categories. | I | D | E | E |  |
| 2.1.1.4 | The learner will deduce information and draw conclusions. | I | D | E | E |  |
| 2.1.1.5 | The learner will compare attributes of varying ideas. | I | D | E | E |  |
| 2.1.1.6 | The learner will sequence information to make a point or verify a solution. |  | I | D | E |  |

#### Strand 2: Critical Thinking & Problem Solving

**FOCUS 2: Use System Thinking**

**Content Standard 1:** Students will analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.2.1.1 | The learner will provide supportive evidence for a particular idea, principle or generalization. | I | D | E | E |  |
| 2.2.1.2 | The learner will modify and adapt information, materials, and ideas to be used in a different manner. | I | D | E | E |  |
| 2.2.1.3 | The learner will make valid predictions based on available information or as a result of an action. | I | D | E | E |  |
| 2.2.1.4 | The learner will formulate alternatives to a problem or issue. | I | D | E | E |  |

#### Strand 2: Critical Thinking & Problem Solving

**FOCUS 3: Make Judgments & Decisions**

**Content Standard 1:** Students will effectively analyze and evaluate evidence, arguments, claims, and beliefs.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.3.1.1 | The learner will develop evaluation/assessment criteria. |  | I | D | E |  |
| 2.3.1.2 | The learner will utilize criteria to assess the organization, content, value and effectiveness of a product or process. |  | I | D | E |  |

**Content Standard 2*:*** Students will analyze and evaluate major alternative points of view.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.3.2.1 | The learner will assess the accuracy and relevance of points used to support an argument. |  | I | D | E |  |
| 2.3.2.2 | The learner will prove or disprove ideas by presenting evidence. |  | I | D | E |  |

**Content Standard 3:** Students will synthesize and make connections between information and arguments.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.3.3.1 | The learner will combine concepts, principles and generalizations to generate a new relationship/understanding. |  | I | D | E |  |
| 2.3.3.2 | The learner will modify and adapt information, materials, and ideas to be used in a different manner. | I | D | E | E |  |
| 2.3.3.3 | The learner will make valid predictions based on available information or as a result of an action. | I | D | E | E |  |
| 2.3.3.4 | The learner will formulate alternatives to a problem or issue. | I | D | E | E |  |

**Content Standard 4:** Students will interpret information and draw conclusions based on the best analysis.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.3.4.1 | The learner will make valid predictions based on available information or as a result of an action. | I | D | E | E |  |
| 2.3.4.2 | The learner will formulate alternatives to a problem or issue. | I | D | E | E |  |

**Content Standard 5:** Students will reflect critically on learning experiences and processes.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.3.5.1 | The learner will develop criteria to evaluate a product, process, and/or learning experience. | I | D | E | E |  |
| 2.3.5.2 | The learner will utilize the criteria to evaluate a product, process, and/or learning experience. | I | D | E | E |  |

#### Strand 2: Critical Thinking & Problem Solving

**FOCUS 4: Solve Problems**

**Content Standard 1:** Students will solve different kinds of non-familiar problems in both conventional and innovative ways.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.4.1.1 | The learner will recognize a problem (understand a given situation). | I | D | E | E |  |
| 2.4.1.2 | The learner will define the problem. | I | D | E | E |  |
| 2.4.1.3 | The learner will gather ideas and data related to the problem. | I | D | E | E |  |
| 2.4.1.4 | The learner will brainstorm varying aspects of the problem. | I | D | E | E |  |
| 2.4.1.5 | The learner will identify underlying problems and sub-problems. |  | I | D | E |  |

**Content Standard 2:** Students will identify and ask significant questions that clarify various points of view and lead to better solutions.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 2.4.2.1 | The learner will learn appropriate questioning techniques. | I | D | E | E |  |
| 2.4.2.2 | The learner will utilize appropriate questioning techniques in order to clarify various points of view and lead to better solutions. |  | I | D | E |  |

**Strand 3: Communication and Collaboration**

**FOCUS 1: Communicate Clearly**

**Content Standard 1:** Students will articulate thoughts and ideas effectively using oral communication skills in a variety of forms and contexts.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.1.1 | The learner will verbally express ideas, opinions, and feelings. | I | D | E | E |  |
| 3.1.1.2 | The learner will organize material for an oral presentation. |  | I | D | E |  |
| 3.1.1.3 | The learner will vary content and style according to purpose and audience. |  | I | D | E |  |
| 3.1.1.4 | The learner will present material to an appropriate audience using oral communication. | I | D | E | E |  |

**Content Standard 2:** Students will articulate thoughts and ideas effectively using written communication skills in a variety of forms and contexts.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.2.1 | The learner will recognize and use various types of written communication. |  | I | D | E |  |
| 3.1.2.2 | The learner will develop appropriate techniques related to a specific writing project. |  | I | D | E |  |
| 3.1.2.3 | The learner will plan a written document. |  | I | D | E |  |
| 3.1.2.4 | The learner will present material to an appropriate audience using written communication. |  | I | D | E |  |

**Content Standard 3:** Students will articulate thoughts and ideas effectively using nonverbal communication skills in a variety of forms and contexts

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.3.1 | The learner will nonverbally express ideas, opinions, and feelings. | I | D | E | E |  |
| 3.1.3.2 | The learner will translate verbal communication into another medium. | I | D | E | E |  |
| 3.1.3.3 | The learner will recognize non-verbal methods that influence thinking. | I | D | E | E |  |
| 3.1.3.4 | The learner will vary content and style according to purpose and audience. | I | D | E | E |  |
| 3.1.3.5 | The learner will present material to an appropriate audience using non-verbal communication. | I | D | E | E |  |

**Content Standard 4:** Students will listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.4.1 | The learner will identify and demonstrate various skills of listening (such as eye-contact, observation, attentiveness, etc.) | I | D/E | E | E |  |
| 3.1.4.2 | The learner will identify and demonstrate effective body language while listening. | I | D/E | E | E |  |
| 3.1.4.3 | The learner will evaluate the benefits of effective listening. | I | D/E | E | E |  |
| 3.1.4.4 | The learner will utilize listening skills to decipher meaning including knowledge, values, attitudes, and intentions. |  | I | D | E |  |

**Content Standard 5:** Students will use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.5.1 | The learner will use communication to inform. | I | D | E | E |  |
| 3.1.5.2 | The learner will use communication to instruct. | I | D | E | E |  |
| 3.1.5.3 | The learner will use communication to motivate. | I | D | E | E |  |
| 3.1.5.4 | The learner will use communication to persuade. | I | D | E | E |  |

**Content Standard 6:** Students will utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.6.1 | The learner will select the appropriate media/technology for the project goal. |  | I | D | E |  |
| 3.1.6.2 | The learner will judge the effectiveness of the media/technology selected for a project. |  | I | D | E |  |
| 3.1.6.3 | The learner will assess the impact of the media/technology selected on the project goal. |  | I | D | E |  |

**Content Standard 7:** Students will communicate effectively in diverse environments (including multi-lingual).

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.1.7.1 | The learner will communicate effectively in an informal setting. | I | D | E | E |  |
| 3.1.7.2 | The learner will communicate effectively in a formal setting. | I | D | E | E |  |
| 3.1.7.3 | The learner will communicate effectively in a multi-lingual setting. N/A |  |  |  |  |  |
| 3.1.7.4 | The learner will identify the setting and the appropriate communication device (informal, formal, multi-lingual) to use. |  | I | D | E |  |

#### Strand 3: Communication and Collaboration

**FOCUS 2: Collaborate with Others**

**Content Standard 1:** Students will demonstrate ability to work effectively and respectfully with diverse teams.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.2.1.1 | The learner will accept the limitations of group members and adjust accordingly. | I | D | E | E |  |
| 3.2.1.2 | The learner will discover and respect the uniqueness of others. | I | D | E | E |  |

**Content Standard 2**: Students will exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.2.2.1 | The learner will exercise flexibility in accomplishing a common group goal. | I | D | E | E |  |
| 3.2.2.2 | The learner will exercise willingness to compromise in accomplishing a common group goal. | I | D | E | E |  |

**Content Standard 3:** Students will assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 3.2.3.1 | The learner will recognize and carry out one’s own role in arry out one'llaborative group effort.on device (informal, formal, multi-lingual) to use. various groups. | I | D | E | E |  |
| 3.2.3.2 | The learner will recognize group member’s role in various groups. | I | D | E | E |  |
| 3.2.3.3 | The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator. | I | D | E | E |  |
| 3.2.3.4 | The learner will develop awareness that cooperation and competition are aspects of interpersonal relations. | I | D | E | E |  |

#### Strand 4: Information, Media Skills & Technology Skills

**FOCUS 1: Access & Evaluate Information**

**Content Standard 1:** Students will evaluate information critically and competently.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 4.1.1.1 | The learner will read/interpret and validate data. |  | I | D | E |  |
| 4.1.1.2 | The learner will document the authenticity of sources. |  | I | D | E |  |

**Content Standard 2:** Students will access information efficiently (time) and effectively (sources).

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 7-9 | 10-12 |
| 4.1.2.1 | The learner will brainstorm for a topic. | I | D | E | E |  |
| 4.1.2.2 | The learner will formulate questions to guide research. | I | D | E | E |  |
| 4.1.2.3 | The learner will develop a hypothesis. | I | D | E | E |  |
| 4.1.2.4 | The learner will determine materials and technical resources needed. | I | D | E | E |  |
| 4.1.2.5 | The learner will develop criteria to evaluate a product. | I | D | E | E |  |
| 4.1.2.6 | The learner will acquire information from various resources. | I | D | E | E |  |
| 4.1.2.7 | The learner will use various media sources. | I | D | E | E |  |
| 4.1.2.8 | The learner will utilize individuals and community resources. | I | D | E | E |  |
| 4.1.2.9 | The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect data. | I | D | E | E |  |

#### Strand 4: Information, Media Skills & Technology Skills

**FOCUS 2: Use & Manage Information**

**Content Standard 1:** Students will use information accurately and creatively for the issue or problem at hand.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 4.2.1.1 | The learner will use various media sources (such as computers, videos, and other electronic devices, etc). | I | D | E | E |  |
| 4.2.1.2 | The learner will develop data into an illustrative form for appropriate media. | I | D | E | E |  |

**Content Standard 2:** Students will manage the flow of information from a wide variety of sources.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 4.2.2.1 | The learner will develop a research outline. |  | I | D | E |  |
| 4.2.2.2 | The learner will acquire information from various resources. | I | D | E | E |  |
| 4.2.2.3 | The learner will develop a hypothesis | I | D | E | E |  |
| 4.2.2.4 | The learner will utilize individuals and community resources. | I | D | E | E |  |
| 4.2.2.5 | The learner will use appropriate research methods (such as case studies, historical studies, interviews, surveys and polls). | I | D | E | E |  |
| 4.2.2.6 | The learner will use various skills (such as note taking, outlining, photography, graphs, tables, etc.) to collect data. | I | D | E | E |  |

#### Strand 4: Information, Media Skills & Technology Skills

**FOCUS 3: Media Literacy**

**Content Standard 1:** Students will analyze the use of media from a variety of sources.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 10-12 |
| 4.3.1.1 | The learner will understand both how and why media messages are constructed, and for what purposes. |  |  | I | D/E |  |
| 4.3.1.2 | The learner will examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. |  |  | I | D/E |  |
| 4.3.1.3 | The learner will apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. |  |  | I | D/E |  |

**Content Standard 2:** Students will create media products.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 4.3.2.1 | The learner will understand and utilize the most appropriate media creation tools, characteristics and conventions. |  |  | I | D/E |  |
| 4.3.2.1 | The learner will understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.N/A |  |  |  |  |  |

#### Strand 4: Information & Media Skills, & Technology Skills

**FOCUS 4: ICT (Information, Communications, and Technology) Literacy**

**Content Standard 1:** Students will apply technology effectively.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 4.4.1.1 | The learner will use technology as a tool to research, organize, evaluate and communicate information. |  | I | D | E |  |
| 4.4.1.2 | The learner will use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy. |  |  | I | D/E |  |
| 4.4.1.3 | The learner will apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies. |  |  | I | D/E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 1: Adapt to Change**

**Content Standard 1:** Students will adapt to change in various contexts.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.1.1.1 | The learner will adapt to roles in groups. | I | D | E | E |  |
| 5.1.1.2 | The learner will adapt to various job responsibilities. | I | D | E | E |  |
| 5.1.1.3 | The learner will adapt to various schedules. | I | D | E | E |  |

**Content Standard 2:** Students will work effectively in a climate of ambiguity and changing priorities.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-6 | 7-9 | 10-12 |
| 5.1.2.1 | The learner will assess/reassess obligations in individual and group endeavors to fulfill guidelines established by the learner and/or the teacher/facilitator. | I | D | E | E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 2: Be Flexible**

**Content Standard 1:** Students will adjust to feedback from others.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.2.1.1 | The learner will offer and accept constructive feedback. | I | D | E | E |  |
| 5.2.1.2 | The learner will put positive and negative feedback into perspective. | I | D | E | E |  |
| 5.2.1.3 | The learner will deal positively with praise, setbacks, and criticism. | I | D | E | E |  |
| 5.2.1.4 | The learner will negotiate workable solutions. | I | D | E | E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 3: Initiative & Self-Direction**

**Content Standard 1:** Students will manage goals and time**.**

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.3.1.1 | The learner will set goals with tangible and intangible success criteria. |  | I | D | E |  |
| 5.3.1.2 | The learner will balance tactical (short-term) and strategic (long-term) goals. |  | I | D | E |  |
| 5.3.1.3 | The learner will utilize time and manage workload efficiently. | I | D | E | E |  |
| 5.3.1.4 | The learner will set standards and goals appropriate to ability level. |  | I | D | E |  |

**Content Standard 2:** Students will be self-directed learners.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.3.2.1 | The learner will monitor, define, prioritize, and complete tasks without direct oversight. |  | I | D | E |  |
| 5.3.2.2 | The learner will go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise. |  | I | D | E |  |
| 5.3.2.3 | The learner will demonstrate initiative to advance skill levels towards a professional level. |  | I | D | E |  |
| 5.3.2.4 | The learner will demonstrate commitment to learning as a lifelong process. |  | I | D | E |  |
| 5.3.2.5 | The learner will reflect critically on past experiences in order to inform future progress. |  | I | D | E |  |
| 5.3.2.6 | The learner will develop skills necessary for self learning. | I | D | E | E |  |
| 5.3.2.7 | The learner will investigate varied career options. |  | I | D | E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 4: Self Concept**

**Content Standard 1:** Students will develop an awareness of self through activities/experiences designed to foster their ability to enhance self concept**.**

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.4.1.1 | The learner will explore coping strategies in such areas as perfectionism, gifted characteristics, gifted females, gifted males, gifted underachievement and twice exceptional students. | I | D | E | E |  |
| 5.4.1.2 | The learner will recognize and understand one’s own special abilities and limitations. | I | D | E | E |  |
| 5.4.1.3 | The learner will set standards and goals appropriate to ability level. |  | I | D | E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 5: Leadership and Responsibility**

**Content Standard 1:** Students will learn to cope with success and failure by developing risk taking skills.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.4.1.1 | The learner will assess and define characteristics of leadership. |  | I | D | E |  |
| 5.4.1.2 | The learner will discriminate between positive and negative attributes of a leader. |  | I | D | E |  |
| 5.4.1.3 | The learner will assess the motivational aspects of effective leadership. |  | I | D | E |  |
| 5.4.1.4 | The learner will participate in activities that develop effective leadership roles. |  | I | D | E |  |

**Content Standard 2:** Students will learn to guide and lead others.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.5.2.1 | The learner will use interpersonal and problem-solving skills to influence and guide others toward a goal. | I | D | E | E |  |
| 5.5.2.2 | The learner will leverage strengths of others to accomplish a common goal. | I | D | E | E |  |
| 5.5.2.3 | The learner will inspire others to reach their very best via example and selflessness. | I | D | E | E |  |
| 5.5.2.4 | The learner will demonstrate integrity and ethical behavior in using influence and power. | I | D | E | E |  |

**Content Standard 3:** Students will be responsible to others.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.5.3.1 | The learner will act responsibly with the interests of the larger community in mind. | I | D | E | E |  |

**Strand 5: Life & Career Skills (Affective Skills)**

**Focus 6: Productivity and Accountability**

**Content Standard 1:** Students will manage projects.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 5.6.1.1 | The learner will demonstrate the ability to work positively and ethically. | I | D | E | E |  |
| 5.6.1.2 | The learner will manage time and projects effectively. | I | D | E | E |  |
| 5.6.1.3 | The learner will demonstrate the ability to multi-task. | I | D | E | E |  |
| 5.6.1.3 | The learner will participate actively, as well as be reliable and punctual. | I | D | E | E |  |
| 5.6.1.4 | The learner will present oneself professionally and with proper etiquette. | I | D | E | E |  |
| 5.6.1.5 | The learner will collaborate and cooperate effectively with teams. | I | D | E | E |  |
| 5.6.1.6 | The learner will be held accountable for results. | I | D | E | E |  |

**Strand 6: Interdisciplinary Themes**

**Focus 1: Global Awareness**

**Content Standard 1:** Students will use 21st century skills to understand and address global issues.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 6.1.1.1 | The learner will learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. | I | D | E | E |  |
| 6.1.1.1 | The learner will demonstrate an understanding other nations and cultures, including the use of non-English languages. | I | D | E | E |  |

**Strand 6: Interdisciplinary Themes**

**Focus 2: Financial, Economic, Business and Entrepreneurial Literacy**

**Content Standard 1:** Students will use 21st century skills to understand and address economic, business and entrepreneurial literacy.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 6.2.1.1 | The learner will know how to make appropriate personal economic choices. |  | I | D | E |  |
| 6.2.1.2 | The learner will understand the role of the economy in society. |  |  | I | D/E |  |
| 6.2.1.3 | The learner will use entrepreneurial skills to enhance workplace productivity and career options. |  |  | I | D/E |  |

**Strand 6: Interdisciplinary Themes**

**Focus 3: Health Literacy**

**Content Standard 1:** Students will use 21st century skills to demonstrate health literacy.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 6.3.1.1 | The learner will obtain, interpret and understand basic health information and services and use such information and services in ways that enhance health. | I | D | E | E |  |
| 6.3.1.2 | The learner will understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. | I | D | E | E |  |
| 6.3.1.3 | The learner will use available information to make appropriate health-related decisions. | I | D | E | E |  |
| 6.3.1.4 | The learner will establish and monitor personal and family health goals. |  |  | I | D/E |  |
| 6.3.1.5 | The learner will understand national and international public health and safety issues. |  |  | I | D/E |  |

**Strand 6: Interdisciplinary Themes**

**Focus 4: Environmental Literacy**

**Content Standard 1:** Students will use 21st century skills to demonstrate environmental literacy.

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| **#** | **STUDENT LEARNING EXPECTATION** | **SCOPE/BENCHMARK** | | | | **CCSS** |
| K-2 | 3-4 | 5-6 | 7-12 |
| 6.4.1.1 | The learner will demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems. | I | D | E | E |  |
| 6.4.1.2 | The learner will demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) | I | D | E | E |  |
| 6.4.1.3 | The learner will investigate and analyze environmental issues, and make accurate conclusions about effective solutions. | I | D | E | E |  |
| 6.4.1.4 | The learner take individual and collective action towards addressing environmental challenges ( e.g., participating in global actions, designing solutions that inspire action on environmental issues). | I | D | E | E |  |
| 6.4.1.5 | The learner will understand national and international public health and safety issues. |  | I | D | E |  |