

Curricula Crosswalk

The following curricula crosswalk is a document that provides links between high quality career and technical education and academic education to best prepare students for work and/or postsecondary education. Its intended audience is classroom teachers in grades 9-12 and it focuses on the four core academic areas: English language arts, mathematics, science and social studies. You will find the pathway level performance elements in career and technical content areas cross-walked to content standards in the four academic areas. In this electronic document, you can use your cursor to link directly from the CTE performance element to the associated academic content standard. Through this document educators in Delaware will be able to connect the theory of what is taught in core academic content areas to the authentic, real-world application of that theory through their application in the workplace via career and technical classes. This document is intended to be a tool to encourage and facilitate communication and collaboration among educators.

The crosswalk was completed in the summer of 2007 by a committee of Department of Education staff and both career and technical and core academic teachers from districts across the state. We would like to acknowledge the following crosswalk participants:

Sande Caton	Earth Science	Brandywine School District
Christine Kirkpatrick	Family & Consumer Sciences	Brandywine School District
Don Schlater	Technology Education	Cape Henlopen School District
Heather Hastings	AgriScience- Plant Science	Cape Henlopen School District
	Business, Finance &	
Sharon Elzey	Marketing- Management	Cape Henlopen School District
Cheryl Heslinga	Chemistry	Capital School District
Scott Bacon	Social Studies	Christina School District
Andrew Beadenkopf	AgriScience- Biotechnology	Christina School District
Robert Perrine	Technology Education	DelDOT
Sam Ellis	Technology Education	Delmar School District
Judith Leith	AgriScience- Environmental	Department of Agriculture
Lisa Stoner	Business, Finance & Marketing	Department of Education
Karen Hutchison	AgriScience	Department of Education
Debbie Amsden	Family & Consumer Sciences	Department of Education
Sharon Rookard	Technology Education	Department of Education
Juley Harper	English Language Arts	Department of Education
Suzanne Keenan	English Language Arts	Department of Education
Denise Allen	English Language Arts	Department of Education
Judi Coffield	Middle/High School Support	Department of Education
Charlie Michels	Technology Education	Department of Education

Will Currey	AgriScience- Power	Indian River School District
Pam Willis	Family & Consumer Sciences	Lake Forest School District
Bob Bogdziewicz	Technology Education	Lake Forest School District
Mark Breeding	AgriScience- Environmental Business, Finance & Marketing- Finance	Lake Forest School District
Sandy Kinnamon	Social Studies	Lake Forest School District
Eileen McAnulla	Chemistry	Laurel School District
Tracy Smith	Math	Laurel School District
Michael Streck	AgriScience- Animal & Food Sciences	Milford School District
Judith Bruns	Business, Finance & Marketing- Management	Milford School District
Molly Chorman	Social Studies	Milford School District
Shanta Reynolds	English Language Arts	New Castle County Vocational Technical School District
Cary Brandenberger	AgriScience- Environmental Business, Finance & Marketing- Core	New Castle County Vocational Technical School District
Justin Benz	English Language Arts	New Castle County Vocational Technical School District
Matt Kane	AgriScience- Environmental Business, Finance & Marketing- Marketing	New Castle County Vocational Technical School District
Rebeca Sharp	Math	Polytech School District
Denise Hercha	Physics	Polytech School District
Tad Damask	AgriScience- Biotechnology	Polytech School District
TJ Byrnes	Business, Finance & Marketing- Marketing	Red Clay School District
Bill Coughlin	Marketing- Marketing	Red Clay School District
Michelle Murphy	Social Studies	Seaford School District
Jason Jeandell	Biology	Smyrna School District
Paulette Arnold	Social Studies	Smyrna School District
Melissa Buchanan	AgriScience- Plant Science	Smyrna School District
Russ Stinson	AgriScience- Animal Science	Smyrna School District
Keith Shane	Business, Finance & Marketing- Finance	Smyrna School District
Robin Smith	Biology	Sussex Technical School District
Jennifer Couch	English Language Arts	Sussex Technical School District
John Orlando	English Language Arts	Sussex Technical School District
Carolyn Maull	Math	Sussex Technical School District
Nancy Phillips	AgriScience- Animal Science	Woodbridge School District
Karen Breeding	AgriScience- Structures	Woodbridge School District
Fred Brock		



Curricula Crosswalk

Business, Finance & Marketing: Core

Standard One: Students will utilize systems and technology that record, analyze, interpret, and communicate financial data.

Standard Two: Students will apply management theories, functions, and technological systems to achieve organizational goals.

Standard Three: Students will use marketing concepts, functions, theories, and computerized tools to analyze the ways in which economic, consumer, and environmental variables affect the marketing process.

Core Academic Content Standards

Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: Business Law					
C.01	Examine the diversity of laws and regulations surrounding business in the United States.				
Instructional Area: Customer Relations					
C.02	Foster positive relationships with customers to enhance company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
Instructional Area: Economics					
C.03	Understand fundamental economic concepts.	2. Reading Informative, Non-fiction & Technical Texts			E3 9-12



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Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
C.04	Understand the nature of business and how business contributes to society.	2. Reading Informative, Non-fiction & Technical Texts			
Instructional Area: Financial Analysis					
C.05	Understand the fundamental principles of money necessary for financial exchanges.	2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
C.06	Analyze financial needs and goals to determine financial requirements.	2. Reading Informative, Non-fiction & Technical Texts			
C.07	Manage personal finances to achieve financial goals.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
C.08	Identify potential business threats and opportunities to protect a business's financial well-being.	2. Reading Informative, Non-fiction & Technical Texts			E1 9-12



Curricula Crosswalk

Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
C.09	Acquire a foundational knowledge of finance to understand its nature and scope.				
C.10	Understand the use of financial services providers in the achievement of financial goals.	2. Reading Informative, Non-fiction & Technical Texts			
C.11	Implement accounting procedures to track money flow and determine financial status.				
C.12	Manage financial resources to ensure solvency.				
Instructional Area: Human Resource Management					
C.13	Understand the role and function of human resource management to obtain a foundational knowledge of its nature and scope.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: Marketing					
C.14	Understand the role and function of marketing in business and how marketing facilitates economic exchanges with customers.	2. Reading Informative, Non-fiction & Technical Texts			E1 9-12
C.15	Acquire foundational knowledge of customer and business behavior to understand what motivates decision making.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12
Instructional Area: Operations					
C.16	Understand operation's role and function in business to value its contribution to a company.	2. Reading Informative, Non-fiction & Technical Texts			
C.17	Adhere to health and safety regulations in order to maintain a safe work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			C3 9-12
C.18	Explain purchasing activities to obtain business supplies, equipment, and services.				



Curricula Crosswalk

Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
C.19	Understand the role and function of production in business and recognize the need for production in a company.	2. Reading Informative, Non-fiction & Technical Texts			
Instructional Area: Strategic Management					
C.20	Recognize the role and function of management and understand the contribution of management to business success.	2. Reading Informative, Non-fiction & Technical Texts			
Instructional Area: Career and Technical Student Organizations -Business Professionals of America (BPA) & DECA, An Association of Marketing Students					
C.21	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
C.22	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12b
C.23	Participate in fiscal planning to help the organization finance its activities.				
C.24	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12
Career Development					
C.25	Develop personality traits that foster career advancement in business.	3. Research, Information & Technical Literacy			



Curricula Crosswalk

Business, Finance & Marketing Core		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
C.26	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
C.27	Implement job-seeking skills to obtain employment.	3. Research, Information & Technical Literacy			
Communication Skills					
C.28	Read to acquire meaning and apply the information to a task.	2. Reading Informative, Non-fiction & Technical Texts			
C.29	Apply active listening skills and demonstrate an understanding of what has been said.	1. Writing, Oral Presentation, & Listening			
C.30	Apply verbal skills to obtain and convey information.				
C.31	Record information to maintain and present a report of business activity.	3. Research, Information & Technical Literacy			
C.32	Write internal and external business correspondence to convey and obtain information effectively.	1. Writing, Oral Presentation, & Listening			
Information Management					
C.33	Use information literacy skills to increase workplace efficiency and effectiveness.	3. Research, Information & Technical Literacy			
C.34	Utilize information technology tools to manage and perform work responsibilities.				



Curricula Crosswalk

Business, Finance and Marketing Education- Finance:Accounting (ACC)

Pathway Content Standard: Students will utilize systems and technology that record, analyze, interpret, and communicate financial data.

Core Academic Content Standards

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: THE ACCOUNTING CYCLE					
ACC.01	Explain the accounting equation.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1.Numeric Reasoning 8. Connections		
ACC.02	Analyze transactions that affect assets, liabilities, and owner's capital.		8. Connections		
ACC.03	Analyze transactions that impact revenue, expenses, and withdrawals.				
ACC.04	Describe the accounting cycle.				
ACC.05	Record transactions in a general journal.				
ACC.06	Post journal entries to general ledger accounts.				
ACC.07	Prepare worksheets.		1.Numeric Reasoning 7. Communication		
ACC.08	Prepare income statements.				
ACC.09	Prepare balance sheets.				
ACC.10	Interpret financial ratios in accounting.		1.Numeric Reasoning 5. Problem Solving 8. Connections		
ACC.11	Journalize and post adjusting entries.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.12	Journalize and post closing entries.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.13	Prepare post-closing trial balances.				
ACC.14	Recognize the types of accounting methods.				
ACC.15	Prepare a statement of equity and retained earnings.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1. Numeric Reasoning 7. Communication		
ACC.16	Evaluate the financial information of a business.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
ACC.17	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: CUSTOMER RELATIONS					
ACC.18	Foster positive relationships with customers to enhance company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: ECONOMICS					
ACC.19	Understand fundamental economic concepts.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.20	Understand the nature of business and how business contributes to society.				
Instructional Area: FINANCIAL ANALYSIS					
ACC.21	Understand the fundamental principles of money necessary for financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.22	Analyze financial needs and goals to determine financial requirements.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.23	Manage personal finances to achieve financial goals.				
ACC.24	Understand the use of financial services providers in the achievement of financial goals.				
ACC.25	Implement accounting procedures to track money flow and determine financial status.				
ACC.26	Identify potential business threats and opportunities to protect the financial well-being of a business.				
ACC.27	Implement financial skills to obtain business credit and to control its use.				
ACC.28	Manage financial resources to ensure solvency.				
ACC.29	Maintain cash controls to track cash flow.				
ACC.30	Perform specialized accounting procedures to track cash flow.				
ACC.31	Utilize cost accounting methods to track, record, and analyze business costs.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.32	Prepare budget reports to make business decisions.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.33	Perform accounting functions specific to a partnership to classify, record, and summarize business data.				
ACC.34	Perform accounting functions specific to a corporation to classify, record, and summarize corporate data.				
ACC.35	Determine suitable internal accounting controls to ensure the proper recording of financial transactions.				
Instructional Area: HUMAN RESOURCE MANAGEMENT					
ACC.36	Illustrate how staff growth and development can increase productivity and employee satisfaction.				
Instructional Area: MARKETING					
ACC.37	Understand the role and function of marketing in business and how marketing facilitates economic exchanges with customers.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.38	Acquire foundational knowledge of customer and business behavior to understand what motivates decision making.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.39	Understand data collection methods and evaluate their appropriateness for the research issue in question.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: OPERATIONS					
ACC.40	Understand operation's role and function in business to value its contribution to a company.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.41	Understand the health and safety regulations that help support a safe work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.42	Implement purchasing activities to obtain business supplies, equipment, and services.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.43	Understand the role and function of production in business and recognize the need for production in a company.				
ACC.44	Develop policies and procedures to protect workplace security.				
ACC.45	Utilize project management skills to improve workflow and minimize costs.				
ACC.46	Maintain property and equipment to facilitate ongoing business activities.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: SPECIALIZED ACCOUNTING PROCEDURES					
ACC.47	Maintain cash controls.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.48	Manage accounts payable functions.		1.Numeric Reasoning 5. Problem Solving 8. Connections		
ACC.49	Manage accounts receivable functions.				
ACC.50	Perform payroll procedures.				
ACC.51	Process uncollectible accounts.				
ACC.52	Maintain inventory records.				
ACC.53	Monitor and depreciate plant assets.				
ACC.54	Manage intangible assets.				
ACC.55	Record the disposition of assets.				
ACC.56	Perform accounting functions that are specific to a partnership.		1.Numeric Reasoning 8. Connections		E1 9-12a



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
ACC.57	Explain accounting functions that are specific to a corporation.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts	7. Communication		
ACC.58	Perform accounting functions that are specific to a corporation.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1. Numeric Reasoning 8. Connections		E1 9-12a
Instructional Area: STRATEGIC MANAGEMENT					
ACC.59	Recognize the role and function of management and understand the contribution of management to business success.	2. Reading Informative, Non-fiction & Technical Texts			
ACC.60	Control company or department activities to encourage growth and development.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS PROFESSIONALS OF AMERICA					
ACC.61	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.62	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12a
ACC.63	Participate in fiscal planning to help the organization finance its activities.				
ACC.64	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a
CAREER DEVELOPMENT					
ACC.65	Develop personality traits that foster career advancement.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.66	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				
ACC.67	Acquire knowledge of accounting and implement job-seeking skills to make informed career choices.				
ACC.68	Describe the role of accounting.				
ACC.69	Explain Generally Accepted Accounting Principles (GAAP).				
ACC.70	Evaluate ethical situations in accounting.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
ACC.71	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.72	Apply active listening skills and demonstrate an understanding of what someone has said.				
ACC.73	Apply verbal skills to obtain and convey information.	1. Writing, Oral Presentation, & Listening			
ACC.74	Record information to maintain and present a report of business activity.				
ACC.75	Write internal and external business correspondence to convey and obtain information effectively.				



Curricula Crosswalk

Accounting		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
INFORMATION MANAGEMENT					
ACC.76	Utilize technology to record and analyze accounting transactions.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
ACC.77	Use information literacy skills to increase workplace efficiency and effectiveness.	1. Writing, Oral Presentation, & Listening			



Curricula Crosswalk

Business, Finance and Marketing Education- Management and Administration: Administrative Services (AS)

Pathway Content Standard: Students will apply management theories and functions to achieve organizational goals.

Core Academic Content Standards

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
AS.01	Maintain internal controls.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: FINANCIAL ANALYSIS					
AS.02	Understand the fundamental principles of money needed to make financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
AS.03	Analyze financial needs and goals to determine financial requirements.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: HUMAN RESOURCE MANAGEMENT					
AS.04	Evaluate the tools, techniques, and systems that administrative services supervisors use to plan, staff, lead, and organize their human resources.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
AS.05	Analyze the processes and systems that monitor, plan, and control the day-to-day administrative activities required for a business to function.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
AS.06	Explain written organizational policies, rules, and procedures to help employees perform their jobs.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
AS.07	Maintain a safe working environment.				



Curricula Crosswalk

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS PROFESSIONALS OF AMERICA (BPA)					
AS.08	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
AS.09	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12a
AS.10	Participate in fiscal planning to help the organization finance its activities.				
AS.11	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a
CAREER DEVELOPMENT					
AS.12	Develop personality traits that foster career advancement.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction			
AS.13	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				
AS.14	Implement job-seeking skills to obtain employment.				



Curricula Crosswalk

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
AS.15	Analyze tools, strategies, and systems that administrative services employees need to access, process, maintain, evaluate, and disseminate information to support managers.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
AS.16	Develop techniques and strategies that foster self-understanding and enhance relationships.	2. Reading Informative, Non-fiction & Technical Texts			
AS.17	Build interpersonal skills and use them with team members.	2. Reading Informative, Non-fiction & Technical Texts			
AS.18	Demonstrate the concepts, strategies, and systems used in administrative services to obtain and convey ideas and information.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Administrative Services		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
AS.19	Use reading strategies to follow instructions and decipher meaning, technical concepts, and vocabulary.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
Instructional Area: INFORMATION MANAGEMENT					
AS.20	Use appropriate software to produce business documents.	3. Research, Information & Technical Literacy			
AS.21	Establish and follow procedures to manage records.	2. Reading Informative, Non-fiction & Technical Texts			
AS.22	Prepare scheduling functions.	2. Reading Informative, Non-fiction & Technical Texts			
AS.23	Perform basic computer system operations, maintenance, and troubleshooting.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Business, Finance and Marketing Education- Finance:Banking Services (BAN)

Pathway Content Standard: Students will utilize systems and technology that record, analyze, interpret, and communicate financial data.

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
BAN.01	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: COMPLIANCE					
BAN.02	Define the key elements of a safety-and-soundness program that adheres to government regulations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BAN.03	Identify the state and federal regulations that govern banking services.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E2 9-12a



Curricula Crosswalk

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: CUSTOMER RELATIONS					
BAN.04	Identify techniques that facilitate positive customer relationships.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BAN.05	Define the characteristics and behaviors customers assume when they are dealing with financial products and services.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: ECONOMICS					
BAN.06	Understand fundamental economic concepts.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BAN.07	Understand the nature of business and how business contributes to society.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



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Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: FINANCIAL ANALYSIS					
BAN.08	Understand the fundamental principles of money necessary for financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BAN.09	Analyze financial needs and goals to determine financial requirements.				
BAN.10	Manage personal finances to achieve financial goals.				
BAN.11	Understand the use of financial services providers in the achievement of financial goals.				
BAN.12	Implement accounting procedures to track money flow and to determine financial status.				
BAN.13	Identify potential business threats and opportunities to protect the financial well-being of a business.				
BAN.14	Implement financial skills to obtain business credit and to control its use.				
BAN.15	Manage financial resources to ensure solvency.				
BAN.16	Maintain cash controls to track cash flow.				
BAN.17	Perform accounts payable functions to record, control, and disburse payments to vendors.				
BAN.18	Perform accounts receivable functions to record, control, and collect payments resulting from the sale of goods and services.				
BAN.19	Complete payroll procedures to calculate, record, and distribute payroll earnings.				
BAN.20	Prepare budget reports to make business decisions.				



Curricula Crosswalk

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: FINANCIAL MANAGEMENT					
BAN.21	Identify ways banks generate profit.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1. Numeric Reasoning 8. Connections		
BAN.22	List key ratios and terms in banking to aid in financial growth and stability.		5. Problem Solving		E2 9-12a
BAN.23	Acquire knowledge of the credit process.				
BAN.24	Explain the underwriting and approval process of a personal and business loan.				E2 9-12a
Instructional Area: HUMAN RESOURCE MANAGEMENT					
BAN.25	Illustrate how staff growth and development can increase productivity and employee satisfaction.				
Instructional Area: MARKETING					
BAN.26	Apply marketing techniques to generate new business and maintain company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: OPERATIONS					
BAN.27	Understand operation's role and function in business to value its contribution to a company.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts 5. Problem Solving			
BAN.28	Explain purchasing activities to obtain business supplies, equipment, and services.				
BAN.29	Understand the role and function of production in business and recognize the need for production in a company.				
BAN.30	Understand the health and safety regulations that help support a safe work environment.				
BAN.31	Understand the lending fundamentals used to generate profitable and sound loans.				
BAN.32	Process loan applications to determine if customers are creditworthy.				
BAN.33	Manage problem loans to protect the bank's financial well-being.				
BAN.34	Define bank products and services in order to assist clients in opening accounts.				
BAN.35	Describe the daily banking activities to manage cash in a bank.				E2 9-12a
BAN.36	Explain the security procedures in handling money to minimize loss.				
BAN.37	Explain a bank security program.				
Instructional Area: STRATEGIC MANAGEMENT					
BAN.38	Recognize the role and function of management and understand the contribution of management to business success.				
BAN.39	Control company or department activities to encourage growth and development.				



Curricula Crosswalk

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS PROFESSIONALS OF AMERICA					
BAN.40	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BAN.41	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12a
BAN.42	Participate in fiscal planning to help the organization finance its activities.				
BAN.43	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a
CAREER DEVELOPMENT					
BAN.44	Develop personality traits that foster career advancement in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E2 9-12a
BAN.45	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				E2 9-12a
BAN.46	Acquire knowledge of the banking industry to understand banking services.				E2 9-12a
BAN.47	Acquire industry knowledge to understand banking services.				E2 9-12a
BAN.48	Describe the types of financial institutions.				E2 9-12a
BAN.49	Explain banking processes and services to facilitate workplace activities.				
BAN.50	Write internal and external business correspondence to convey and obtain information effectively.				



Curricula Crosswalk

Core Academic Content Standards

Banking		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
BAN.51	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BAN.52	Apply active listening skills and demonstrate an understanding of what someone has said.				
BAN.53	Apply verbal skills to obtain and convey information.				
BAN.54	Record information to maintain and present a report of business activity.				
BAN.55	Apply verbal skills to obtain and convey information.				
INFORMATION MANAGEMENT					
BAN.56	Acquire foundational knowledge of banking technology to increase workplace efficiency and effectiveness.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BAN.57	Utilize information technology tools to manage and perform work responsibilities.				
BAN.58	Use information literacy skills to increase workplace efficiency and effectiveness.				



Curricula Crosswalk

Business, Finance and Marketing Education- Management and Administration: Business and Corporate Management Pathway (BCM)

Pathway Content Standard: Students will apply management theories and functions to achieve organizational goals.

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
BCM.01	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BCM.02	Explore the importance of ethical and legal behavior in administration services.	3. Research, Information & Technical Literacy			
BCM.03	Understand legal activities that affect global trade to make business decisions.	4. Reading Fiction & Literary Texts			
Instructional Area: CONSUMER RELATIONS					
BCM.04	Foster positive relationships with customers to enhance company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: ECONOMICS					
BCM.05	Understand fundamental economic concepts to obtain a foundation for employment in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			E1 9-12a
BCM.06	Understand the nature of business and how business contributes to society.				E1 9-12a
BCM.07	Recognize global trade impact on business activities to guide business decision-making.				E1 9-12a
BCM.08	Manage internal and external business relationships to foster positive interactions.				
Instructional Area: FINANCIAL ANALYSIS					
BCM.09	Understand the fundamental principles of money needed to make financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.10	Acquire foundational knowledge regarding the nature and scope of financing and credit.				
BCM.11	Manage personal finances to achieve financial goals.				
BCM.12	Understand the use of financial services providers in the achievement of financial goals.				
BCM.13	Implement accounting procedures to track money flow and determine financial status.				
BCM.14	Identify potential business threats and opportunities to protect the financial well-being of a business.				
BCM.15	Manage financial resources to ensure solvency.				



Curricula Crosswalk

Core Academic Content Standards

Business and Corporated Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
BCM.16	Monitor business profitability.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy	1.Numeric Reasoning 2.Algebraic Reasoning 7.Communication 8.Connections		E1 9-12a
BCM.17	Examine quality cost implications.				E1 9-12a
Instructional Area: HUMAN RESOURCES MANAGEMENT					
BCM.18	Illustrate how staff growth and development can increase productivity and employee satisfaction.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.19	Show the relationship between resolving staff issues and enhancing productivity.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: MARKETING					
BCM.20	Understand the role and function of marketing in business and how marketing facilitates economic exchanges with customers.	1. Writing, Oral Presentation, & Listening			
BCM.21	Acquire foundational knowledge of customer and business behavior to understand what motivates decision making.	2. Reading Informative, Non-fiction & Technical Texts			
BCM.22	Understand data collection methods and evaluate their appropriateness for the research issue in question.	3. Research, Information & Technical Literacy			
BCM.23	Produce a quality product or service that is consistent with a company's goals and objectives				E1 9-12a
Instructional Area: OPERATIONS					
BCM.24	Understand operation's role and function in business to value its contribution to a company.				
BCM.25	Understand the health and safety regulations that help support a safe work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
BCM.26	Implement purchasing activities to obtain business supplies, equipment, and services.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
BCM.27	Understand the role and function of production in business and recognize the need for production in a company				E1 9-12a
BCM.28	Develop policies and procedures to protect workplace security.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.29	Utilize project management skills to improve workflow and minimize costs.				E1 9-12a
BCM.30	Maintain property and equipment to facilitate ongoing business activities.				
BCM.31	Investigate vendor and supplier searches.				
BCM.32	Produce a quality product or service that is consistent with a company's goals and objectives.				E1 9-12a
BCM.33	Apply risk-management policies and procedures for technology to minimize loss.				
BCM.34	Maintain work flow to enhance productivity.				



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
BCM.35	Implement quality-control processes to minimize errors and to expedite workflow.	1. Writing, Oral Presentation, & Listening			
BCM.36	Implement expense-control strategies to enhance a business's financial well-being.	2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.37	Explain the nature and scope of purchasing.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
BCM.38	Describe the role of management in quality achievement.				
BCM.39	Manage purchasing-and-supply chain.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
BCM.40	Understand contract negotiation with vendors.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
Instructional Area: STRATEGIC MANAGEMENT					
BCM.41	Recognize the role and function of management and understand the contribution of management to business success.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BCM.42	Control company or department activities to encourage growth and development.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BCM.43	Design organizational structure to facilitate business activities.	3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
BCM.44	Determine staffing needs to minimize costs while maximizing business contribution.	2. Reading Informative, Non-fiction & Technical Texts			
BCM.45	Control organization's/department's activities to monitor business activities and to make business decisions.				
Instructional Area: GENERAL MANAGEMENT					
BCM.46	Describe business and corporate management.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BCM.47	Discuss management functions and their integration within the business functions.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
BCM.48	Explain management theories and their application within the business environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BCM.49	Demonstrate management skills and responsibilities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.50	Develop strategies to achieve company goals/objectives.	2. Reading Informative, Non-fiction & Technical Texts			
BCM.51	Develop a staffing/organizational plan.	2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
BCM.52	Develop a management plan for an enterprise.	2. Reading Informative, Non-fiction & Technical Texts			
BCM.53	Describe crucial components of a quality culture.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BCM.54	Describe the role of management in quality achievement.				
BCM.55	Explain the nature of managerial ethics.				
BCM.56	Analyze risk of business ownership.				
BCM.57	Explain types of business risk.				
BCM.58	Describe the impact that the finances of various departments have on an overall company.				
BCM.59	Implement a process to guide industry changes.	1. Writing, Oral Presentation, & Listening			
BCM.60	Identify international business success.	2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS PROFESSIONALS OF AMERICA					
BCM.61	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.62	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12b
BCM.63	Participate in fiscal planning to help the organization finance its activities.				
BCM.64	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a
CAREER DEVELOPMENT					
BCM.65	Develop personality traits that foster career advancement.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.66	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				
BCM.67	Acquire knowledge of business and corporate management and implement job seeking skills to make informed career choices.				
BCM.68	Understand and follow company rules and regulations to maintain employment.				
BCM.69	Achieve organizational goals to contribute to company growth.				



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
BCM.70	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
BCM.71	Apply active listening skills and demonstrate an understanding of what someone has said.				
BCM.72	Apply verbal skills to obtain and convey information.				
BCM.73	Record information to maintain and present a report of business activity.				
BCM.74	Write internal and external business correspondence to convey and obtain information effectively.				
BCM.75	Build interpersonal skills and use them with team members.				
BCM.76	Use reading strategies to follow instructions and decipher meaning, technical concepts, and vocabulary.				
BCM.77	Communicate with staff to clarify workplace objectives.				
BCM.78	Demonstrate management skills and responsibilities.				
BCM.79	Discuss management functions and their integration with other business functions.				
BCM.80	Integrate product development with the operational process.				



Curricula Crosswalk

Core Academic Content Standards

Business and Corporate Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
INFORMATION MANAGEMENT					
BCM.81	Utilize information technology tools to manage and perform management work responsibilities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BCM.82	Use information literacy skills to increase workplace efficiency and effectiveness.				
BCM.83	Use appropriate software to produce business documents.				
BCM.84	Establish and follow procedures to manage records.				
BCM.85	Prepare scheduling functions.				
BCM.86	Perform basic computer system operations, maintenance, and troubleshooting.				



Curricula Crosswalk

Business, Finance and Marketing Education- Management and Administration: Business Information Technology (BIT)

Pathway Content Standard: Students will apply management theories and functions to achieve organizational goals.

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
BIT.01	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BIT.02	Explore the importance of ethical and legal behavior in administration services.	3. Research, Information & Technical Literacy			
Instructional Area: CUSTOMER RELATIONS					
BIT.03	Foster positive relationships with customers to enhance company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: ECONOMICS					
BIT.04	Understand fundamental economic concepts to obtain a foundation for employment in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.05	Understand the nature of business and how business contributes to society.				
Instructional Area: FINANCIAL ANALYSIS					
BIT.6	Understand the fundamental principles of money needed to make financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.7	Acquire foundational knowledge regarding the nature and scope of financing and credit				
BIT.8	Manage personal finances to achieve financial goals.				
BIT.9	Understand the use of financial services providers in the achievement of financial goals.				
BIT.10	Implement accounting procedures to track money flow and determine financial status.				
BIT.11	Identify potential business threats and opportunities to protect the financial well-being of a business.				
BIT.12	Manage financial resources to ensure solvency.				
BIT.13	Utilize cost accounting methods to guide business decisions pertaining to quality.				
BIT.14	Implement suitable internal accounting controls to ensure the proper recording of financial transactions.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: HUMAN RESOURCE MANAGEMENT					
BIT.15	Illustrate how staff growth and development can increase productivity and employee satisfaction.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
Instructional Area: MARKETING					
BIT.16	Understand the role and function of marketing in business and how marketing facilitates economic exchanges with customers.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.17	Acquire foundational knowledge of customer and business behavior to understand what motivates decision making.				
BIT.18	Understand data collection methods and evaluate their appropriateness for the research issue in question.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: OPERATIONS					
BIT.19	Understand operation's role and function in business to value its contribution to a company.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.20	Understand the health and safety regulations that help support a safe work environment.				
BIT.21	Implement purchasing activities to obtain business supplies, equipment, and services.				
BIT.22	Understand the role and function of production in business and recognize the need for production in a company.				
BIT.23	Develop policies and procedures to protect workplace security.				
BIT.24	Develop knowledge of business projects and project management to facilitate business operations.				
BIT.25	Maintain property and equipment to facilitate ongoing business activities				
BIT.26	Apply risk-management policies and procedures for technology to minimize loss.				
BIT.27	Utilize project management processes to develop and maintain a business project.				
BIT.28	Utilize project management processes to control the costs of a business project.				
BIT.29	Utilize project management processes to minimize business project errors and expedite workflow.				
BIT.30	Develop an understanding of business analysis to improve business functions and activities.				
BIT.31	Gather requirements to improve business functions.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
BIT.32	Use business analysis techniques to determine requirements for business improvement/enhancement.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.33	Communicate requirements effectively to ensure that stakeholders understand the requirements and how they will be implemented.				
BIT.34	Assist in the implementation of requirements to improve business functions and activities.				
BIT.35	Implement knowledge of management strategies to improve the performance and competitive advantage of the organization.				
BIT.36	Implement quality-control processes to minimize errors and to expedite workflow.				
Instructional Area: STRATEGIC MANAGEMENT					
BIT.37	Recognize the role and function of management and understand the contribution of management to business success.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.38	Investigate the strategic relationship between information management and business to aid in business planning.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS APPLICATION PROGRAMMING					
BIT.39	Demonstrate knowledge of Internet programming basics.	3. Research, Information & Technical Literacy			
BIT.40	Apply knowledge of Web programming.	2. Reading Informative, Non-fiction & Technical Texts			
BIT.41	Apply knowledge of Web hosting.				
BIT.42	Demonstrate knowledge of programming language concepts.	3. Research, Information & Technical Literacy	1.Numeric Reasoning 2.Algebraic Reasoning 5.Problem Solving 6.Reasoning and Proof 7.Communication 8.Connections		
BIT.43	Demonstrate knowledge of the stages of program development.				
BIT.44	Demonstrate knowledge of technical documentation associated with software development.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: HARDWARE/SOFTWARE CONFIGURATIONS					
BIT.45	Demonstrate knowledge of central processing unit (CPU) components.	3. Research, Information & Technical Literacy	1.Numeric Reasoning 8.Connections		
BIT.46	Install computer system components.				
BIT.47	Troubleshoot computer systems.		5.Problem Solving 6.Reasoning and Proof		
BIT.48	Interpret basic networking terminology.				
BIT.49	Demonstrate knowledge of the basics of network architecture.		3.Geometric Reasoning		
BIT.50	Demonstrate knowledge of the general characteristics of network operating systems.				
BIT.51	Demonstrate knowledge of network applications.				
Instructional Area: NETWORK ADMINISTRATION					
BIT.52	Manage backup and recovery, both on- and off-site.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.53	Troubleshoot problems.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
BIT.54	Evaluate problem-solving processes and outcomes.	2. Reading Informative, Non-fiction & Technical Texts	5. Problem Solving		
BIT.55	Perform general system administration tasks.	3. Research, Information & Technical Literacy			
Instructional Area: TECHNICAL WRITING					
BIT.56	Evaluate technical writing requirements.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BIT.57	Conduct technical research.	2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
BIT.58	Design technical documentation.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BIT.59	Write technical reports.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
Instructional Area: APPLICATION DEVELOPMENT					
BIT.60	Conduct needs analysis.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
Instructional Area: INFORMATION SYSTEM ANALYSIS AND DESIGN					
BIT.61	Initiate a system project.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
BIT.62	Evaluate applications within the information system.	3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS PROFESSIONALS OF AMERICA					
BIT.63	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.64	Participate in civic activities and provide service to the chapter, school, community, or country.				C4 9-12a
BIT.65	Participate in fiscal planning to help the organization finance its activities.				
BIT.66	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a
CAREER DEVELOPMENT					
BIT.67	Develop personality traits that foster career advancement.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.68	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				
BIT.69	Acquire knowledge of business information technology and implement job seeking skills to make informed career choices.				
BIT.70	Understand and follow company rules and regulations to maintain employment.				
BIT.71	Achieve organizational goals to contribute to company growth.				



Curricula Crosswalk

Core Academic Content Standards

Business Information Technology		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
BIT.72	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
BIT.73	Apply active listening skills and demonstrate an understanding of what someone has said.				
BIT.74	Apply verbal skills to obtain and convey information.				
BIT.75	Record information to maintain and present a report of business activity.				
BIT.76	Write internal and external business correspondence to convey and obtain information effectively.				
BIT.77	Build interpersonal skills and use them with team members.				
BIT.78	Utilize information technology tools to manage and perform administrative services work				
BIT.79	Use information literacy skills to increase workplace efficiency and effectiveness.				
BIT.80	Design computer systems to enhance usability.				
BIT.81	Create and access databases to acquire information for business decision-making.				
BIT.82	Apply data mining methods to acquire pertinent information for business decision-making.				
BIT.83	Utilize computer's operating system to manage and perform work responsibilities.				
BIT.84	Utilize technology to support business strategies and operations.				



Curricula Crosswalk

Business, Finance and Marketing Education- Marketing Communications (MC)

Pathway Content Standard: Students will use marketing concepts, functions, theories, and computerized tools to analyze the ways in which economic, consumer, and environmental variables affect the marketing process.

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
MC.01	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MC.02	Explore the importance of ethical and legal behavior in marketing.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: CHANNEL MANAGEMENT					
MC.03	Acquire foundational knowledge of channel management and understand its role in marketing.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.04	Understand how channel activities help minimize costs and determine distribution strategies.				E1 9-12a
Instructional Area: CUSTOMER RELATIONS					
MC.05	Foster positive relationships with customers to enhance company image.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: ECONOMICS					
MC.06	Understand fundamental economic concepts.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E2 9-12
MC.07	Understand the nature of business and how business contributes to society.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: FINANCIAL ANALYSIS					
MC.08	Understand the fundamental principles of money necessary for financial exchanges.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MC.09	Understand concepts required to manage financial resources to ensure solvency.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1.Numeric Reasoning		



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
MC.10	Acquire a foundational knowledge of the nature and scope of financing and credit.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: HUMAN RESOURCES MANAGEMENT					
MC.11	Illustrate how staff growth and development can increase productivity and employee satisfaction.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MC.12	Show the relationship between resolving staff issues and enhancing productivity.	3. Research, Information &			



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: MARKETING					
MC.13	Understand the relationship between marketing and marketing communications and show command of the nature and scope of both.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: MARKETING INFORMATION MANAGEMENT					
MC.14	Acquire foundational knowledge regarding the nature and scope of marketing information management.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.15	Compile marketing research activities that ensure the appropriateness and adequacy of data collection efforts.				
MC.16	Understand data collection methods and evaluate their appropriateness for a certain research issue.		4. Quantitative Reasoning		
MC.17	Interpret and synthesize marketing information to test hypotheses and resolve issues.		8. Connections		
MC.18	Evaluate marketing information to ensure the accuracy and adequacy of data used in decision making.		8. Connections		



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: MARKET PLANNING					
MC.19	Interpret marketing information to develop a market plan and related activities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.20	Assess marketing strategies to improve return on marketing investment (ROMI).		1.Numeric Reasoning 4.Quantitative Reasoning 8.Connections		
Instructional Area: OPERATIONS					
MC.21	Understand operation's role and function in business to value its contribution to a company.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			C3 9-12a
MC.22	Understand the health and safety regulations that help support a safe work environment.				
MC.23	Apply quality-control processes to minimize errors and expedite workflow.				E1 9-12a
MC.24	Develop policies and procedures to protect workplace and company security.				
MC.25	Analyze vendor performance to choose those which provide the best marketing communications services and materials..				E1 9-12a
MC.26	Apply techniques to monitor the production of marketing communications materials.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: PRICING					
MC.27	Acquire foundational knowledge of pricing and understand its role in marketing.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E1 9-12a
MC.28	Understand how pricing strategies set the cost of marketing communications services.		1.Numeric Reasoning 8.Connections		
Instructional Area: PRODUCT AND SERVICE MANAGEMENT					
MC.29	Demonstrate knowledge regarding the nature and scope of product and service management activities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.30	Decide how to employ product-mix strategies to meet customer expectations.				
MC.31	Show how to position a product or service to achieve a desired business image.				
MC.32	Generate marketing communications ideas that would contribute to ongoing business success.				
MC.33	Apply quality assurances to enhance product and service offerings.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: PROMOTION					
MC.34	Acquire foundational knowledge regarding the nature and scope of promotion.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E1 9-12a
MC.35	Utilize word-of-mouth strategies to build brand and promote products.				
MC.36	Discuss how direct marketing is used to attract attention and build brand name.				
MC.37	Explain how social media is used to obtain customer attention or gain customer insight.				
MC.38	Compare different types of digital advertising strategies used to achieve promotional goals.				
MC.39	Evaluate copy strategies used to create interest in advertising messages.				
MC.40	Understand design principles in order to communicate with designers.				
MC.41	Assess advertisements to ensure marketing communications goals or objectives are achieved.				
MC.42	Understand how Web-site presence is used to promote a business or product.				
MC.43	Support media planning and placement to enhance return on marketing investment (ROMI).				
MC.44	Develop and execute an advertising campaign that achieves marketing communications objectives.				
MC.45	Explain how leveraged media can maximize marketing investment.				
MC.46	Evaluate the effectiveness of advertising strategies to determine return of marketing investment (ROMI).				
MC.47	Recognize how to use publicity surrounding business activities to inform stakeholders and create goodwill.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
MC.48	Create sales promotion activities that inform or remind customers of a business or product.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E1 9-12a
MC.49	Design marketing and creative briefs that apprise staff and customers of promotional strategies.				
MC.50	Describe how promotional activities can maximize return on promotional investment (ROPI).		1.Numeric Reasoning 4.Quantitative Reasoning 8.Connections		
MC.51	Simulate work with an advertising agency to create hypothetical marketing communications.				
Instructional Area: SELLING					
MC.52	Build product knowledge and remain equipped to solve customer problems.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.53	Utilize sales processes and techniques to determine and satisfy customer needs.				
MC.54	Utilize sales support activities to increase customer satisfaction.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: STRATEGIC MANAGEMENT					
MC.55	Practice employing planning tools that guide the activities of a department or business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
MC.56	Explain how the activities of a department or business encourage growth and development.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: DECA, AN ASSOCIATION OF MARKETING STUDENTS					
MC.57	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MC.58	Participate in civic activities and provide service to the chapter, school, community, or country.	3. Research, Information & Technical Literacy			C4 9-12a
MC.59	Participate in fiscal planning to help the organization finance its activities	4. Reading Fiction & Literary Texts			
MC.60	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
CAREER DEVELOPMENT					
MC.61	Understand how career-advancement activities enhance employee professional development in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.62	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.				
MC.63	Acquire knowledge of marketing management and implement job seeking skills to make informed career choices.				
COMMUNICATION SKILLS					
MC.64	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MC.65	Apply active listening skills and demonstrate an understanding of what someone has said.				
MC.66	Apply verbal skills to obtain and convey information.				
MC.67	Record information to maintain and present a report of business activity.				
MC.68	Write internal and external business correspondence to convey and obtain information effectively.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Communications		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
INFORMATION MANAGEMENT					
MC.69	Utilize information technology tools to manage and perform marketing work responsibilities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MC.70	Use information literacy skills to increase workplace efficiency and effectiveness.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Business, Finance and Marketing Education- Marketing: Marketing Management (MM)

Pathway Content Standard: Students will use marketing concepts, functions, theories, and computerized tools to analyze the ways in which economic, consumer, and environmental variables affect the marketing process.

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: BUSINESS LAW					
MM.01	Examine the diversity of laws and regulations surrounding business in the United States.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
MM.02	Explore the importance of ethical and legal behavior in marketing.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: CHANNEL MANAGEMENT					
MM.03	Acquire foundational knowledge of channel management to understand its role in marketing.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
MM.04	Understand channel activities to minimize costs and to determine distribution strategies.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: CUSTOMER RELATIONS					
MM.05	Foster positive relationships with customers to enhance company image.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: ECONOMICS					
MM.06	Understand fundamental economic concepts to obtain a foundation for employment in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E2 9-12a
MM.07	Understand the nature of business and how business contributes to society.				
Instructional Area: FINANCIAL ANALYSIS					
MM.08	Understand the concepts needed to manage financial resources and ensure solvency.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E1 9-12a
MM.09	Acquire foundational knowledge regarding the nature and scope of financing and credit.				
MM.10	Explain the accounting procedures used to track money flow and determine financial status.		8.Connections		
MM.11	Predict marketing finances in order to monitor and measure return on marketing investment (ROMI).		1.Numeric Reasoning 4.Quantitative Reasoning 8.Connections		E1 9-12a



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: HUMAN RESOURCES MANAGEMENT					
MM.12	Illustrate how staff growth and development can increase productivity and employee satisfaction.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.13	Show the relationship between resolving staff issues and enhancing productivity.				
MM.14	Examine how organizational skills facilitate work efforts.				
MM.15	Evaluate the concepts used to staff a department or a business.				
Instructional Area: MARKETING					
MM.16	Understand the relationship between marketing and marketing communications and show command of the nature and scope of both.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: MARKETING INFORMATION MANAGEMENT					
MM.17	Acquire foundational knowledge regarding the nature and scope of marketing information management.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			H2 9-12a
MM.18	Compile marketing research activities that ensure the appropriateness and adequacy of data collection efforts.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
MM.19	Understand data collection methods and evaluate their appropriateness for a certain research issue.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	4.Quantitative Reasoning 8.Connections		H2 9-12a
MM.20	Interpret and synthesize marketing information to test hypotheses and resolve issues.		4.Quantitative Reasoning 8.Connections		
MM.21	Evaluate marketing information to ensure the accuracy and adequacy of data used in decision making.		8.Connections		H2 9-12a
MM.22	Determine needs in order to develop a marketing information management system.				
MM.23	Analyze marketing information to make educated marketing decisions.		4.Quantitative Reasoning 8.Connections		
MM.24	Analyze marketing information to help make and evaluate channel management decisions.				E1 9-12a
MM.25	Utilize marketing information to predict or analyze consumer behavior.		8.Connections		E1 9-12a
MM.26	Apply marketing information to facilitate product- and service-management decisions.				E1 9-12a
MM.27	Utilize marketing information to assess promotional activities.		8.Connections		E1 9-12a
MM.28	Report findings and relay research information to staff and customers.		7.Communication		
MM.29	Assess the quality of marketing research activities and identify areas of improvement.	5.Problem Solving 8.Connections		H2 9-12a	



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: MARKET PLANNING					
MM.30	Interpret marketing information to develop a market plan and related activities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			E1 9-12a
MM.31	Assess marketing strategies to improve return on marketing investment (ROMI).	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts	1.Numeric Reasoning 4.Quantitative Reasoning 8.Connections		
Instructional Area: OPERATIONS					
MM.32	Understand operation's role and function in business to value its contribution to a company.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
	Performance Element				
MM.33	Understand the health and safety regulations that help support a safe work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.34	Apply quality-control processes to minimize errors and expedite workflow.				
MM.35	Develop policies and procedures to protect workplace and company security.				
MM.36	Analyze vendor performance to choose those which provide the best marketing communications services and materials.				
MM.37	Apply techniques to monitor the production of marketing communications materials.				
MM.38	Implement organizational skills to improve efficiency and workflow.				
MM.39	Understand procurement activities.				
MM.40	Demonstrate knowledge of business systems in order to maximize customer satisfaction and enhance business image.				
MM.41	Understand expense-control strategies needed to enhance the financial well-being of a business.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: PRICING					
MM.42	Acquire foundational knowledge of pricing and understand its role in marketing.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			E1 9-12a
MM.43	Understand how pricing strategies help determine optimal prices.		1.Numeric Reasoning 8.Connections		E1 9-12a
MM.44	Assess pricing strategies used to identify changes and improve profitability.		1.Numeric Reasoning 8.Connections		E1 9-12a
Instructional Area: PRODUCT/SERVICE MANAGEMENT					
MM.45	Demonstrate knowledge regarding the nature and scope of product and service management activities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.46	Understand how the generation of product ideas contributes to ongoing business success.				
MM.47	Decide how to employ product-mix strategies to meet customer expectations.				
MM.48	Show how to position products and services to achieve a desired business image.				
MM.49	Apply the steps in the product development process, which are needed to maintain an up-to-date product pipeline.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
MM.50	Identify product- and service-management activities that facilitate product development.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.51	Assess product- and service-management activities that increase profitability.		5. Problem Solving		
MM.52	Assess product packaging in order to improve its function and brand recognition.				
MM.53	Apply quality assurances to enhance product and service offerings.				
Instructional Area: PROMOTION					
MM.54	Acquire foundational knowledge regarding the nature and scope of promotion.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.55	Understand how community outreach can foster a positive company image and networking opportunities.				
MM.56	Plan and evaluate promotional activities that maximize return on promotional efforts.				
MM.57	Discover the value a consultant or an outside agency brings to promotional planning and development.				
MM.58	Understand the use of metrics to measure the effectiveness of marketing communications.				
MM.59	Evaluate the design principles of advertising layouts in order to communicate with designers.				



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
Instructional Area: SELLING					
MM.60	Build product knowledge and remain equipped to solve customer problems.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.61	Understand how staff development improves sales rates and minimizes staff turnover.				
MM.62	Identify and describe sales procedures and activities that improve return on investment (ROI).				
MM.62	Understand sales processes and techniques of personal selling to enhance customer relationship and to increase the likelihood of making sales.				
Instructional Area: STRATEGIC MANAGEMENT					
MM.63	Practice employing planning tools that guide the activities of a department or business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
MM.64	Explain how the activities of a department or business encourage growth and development.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
Instructional Area: DECA, AN ASSOCIATION OF MARKETING STUDENTS					
MM.65	Participate in professional activities to develop career skills and an awareness of employer expectations.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts			
MM.66	Participate in civic activities and provide service to the chapter, school, community, or country.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			C4 9-12a
MM.67	Participate in fiscal planning to help the organization finance its activities.				
MM.68	Participate in entrepreneurial activities to gain knowledge of free enterprise.				E1 9-12a



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
CAREER DEVELOPMENT					
MM.69	Understand how career-advancement activities enhance employee professional development in business.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
MM.70	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy			
MM.71	Acquire knowledge of marketing management and implement job seeking skills to make informed career choices.	3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			



Curricula Crosswalk

Core Academic Content Standards

Marketing Management		English Language Arts	Mathematics	Science	Social Studies
Performance Element					
COMMUNICATION SKILLS					
MM.72	Read to acquire meaning and apply the information to a task.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.73	Apply active listening skills and demonstrate an understanding of what someone has said.				
MM.74	Apply verbal skills to obtain and convey information.				
MM.75	Record information to maintain and present a report of business activity.				
MM.76	Write internal and external business correspondence to convey and obtain information effectively.				
INFORMATION MANAGEMENT					
MM.77	Utilize information technology tools to manage and perform marketing work responsibilities.	1. Writing, Oral Presentation, & Listening 2. Reading Informative, Non-fiction & Technical Texts 3. Research, Information & Technical Literacy 4. Reading Fiction & Literary Texts			
MM.78	Use information literacy skills to increase workplace efficiency and effectiveness.				

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD ONE: USE WRITTEN AND ORAL ENGLISH APPROPRIATE FOR VARIOUS PURPOSES AND AUDIENCES.

Writing Enduring Understandings:

- Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice).
- Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.
- Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion.
- A writer selects a form based on his purpose.
- A writer's point of view is influenced by his experience.
- Conventions of language help readers understand what is being communicated.
- The purposeful use and non-use of language conventions help readers understand.
- A writer's word choice and syntax are characteristics of voice which help to personalize text.

Writing Essential Questions:

- Why write? What if writing didn't exist? Why share personal experiences in writing? To what extent is the pen mightier than the sword?
- How is written language different from spoken language? What makes writing worth reading?
- How do writers express their thoughts and feelings? Where do ideas for writing come from? What makes writing flow?
- How do effective writers hook and hold their readers? What makes writing easy to follow? What is the best beginning? What is the best ending? What is the best order (sequence)? What is a complete thought?
- Why am I writing? For whom? What am I trying to achieve through my writing? Who will read my writing? What will work best for my audience?
- Why does a writer choose the form of writing he/she does?
- What is the relationship between reader and writer?
- How do writers communicate clearly?
- To what extent do conventions of language impact communication?
- What is the voice thing, anyway?

- Why do we need grammar?

Oral Communication Enduring Understandings:

- Audience and purpose (e.g., inform, persuade, entertain) influence communication
- Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.
- The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message.
- A speaker selects a form and organizational pattern based on his purpose.
- A speaker's point of view is influenced by his experience.
- Rhetorical devices (e.g., questioning, repetition, alliteration) help the speaker convey his message.
- A speaker's word choice and style are characteristics of voice which helps to personalize the message.
- Oral discourse helps to shape our lives and build connections to others; mastery of oral discourse can open up opportunities to individuals.
- Discussion creates a greater understanding of a variety of topics.
- Learning is about sharing different views and actively listening to those with different views

Oral Communication Essential Questions:

- Why share written ideas orally?
- How is spoken language different from written language?
- How can I communicate so others will listen?
- How do speakers express their thoughts and feelings? From where do ideas for speeches come?
- How do effective speakers hook and hold their audience? What is the best beginning? What is the best ending?
- Why am I speaking? For whom? What am I trying to achieve through my speech? Who is my audience?
- Why does a speaker choose the organizational pattern he/she does?
- What is the relationship between speaker and listener?
- How do speakers communicate clearly?
- What is the voice thing, anyway?
- What makes a good speech?
- How do authors use the resources of language to impact an audience?
- Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD TWO: CONSTRUCT, EXAMINE, AND EXTEND THE MEANING OF LITERARY, INFORMATIVE, AND TECHNICAL TEXTS THROUGH LISTENING, READING, AND VIEWING.

Reading Enduring Understandings:

- Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.
- Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning.
- Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond- very different from passively accepting or instantly liking or disliking.
- Just because you read the text doesn’t mean you understood it. Just because you had a strong response to the text doesn’t mean you understood it either.
- Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised.
- Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn’t work. They not only know many different strategies, but they never get stuck in persisting with one that isn’t working.
- Good readers are never afraid or embarrassed to admit when they don’t understand. Asking questions-of a text, of a teacher, of another reader-is what good readers do.
- Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.
- Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.
- The impact of a text on a reader is influenced by the reader’s experience.
- The reader’s interaction with text changes with time and experience.
- A good story has a pattern or plan.
- Good readers employ strategies to help them understand text.
- Understanding of text develops over time and experience.
- No opinion is privileged, but some are better than others.

- Different authors use techniques/strategies to convince readers. Readers must apply criteria to evaluate credibility of information.

Reading Essential Questions:

- What makes a book or story great? What is the relationship between popularity and greatness in literature? Is a “good read” always a great book?
- Why read fiction? Can a fictional story be “true”? What is the relationship between “fiction” and “truth”? Is historical fiction a contradiction?
- What is a story? How are stories from other places and times about me? Must a story have a moral? Must a story have heroes and villains? Should a story or fairy tale teach you something?
- Why read? What can we learn from print? Can all of our experiences be put into words? Does literature primarily reflect culture or shape it? To what extent is written text conservative and to what extent dangerous?
- What do good readers do? What do they do when do not understand? How do texts differ? How should I read different types of texts?
- What is the author saying? How do I know? What is the gist? What is the main idea? How do I read between the lines? How do I know I am getting the point and not merely imposing my views and experience?
- From whose viewpoint are we reading? What is the author’s angle or perspective? What should we do when texts or authors disagree?
- What’s new and what’s old here? Have we run across this idea before? So what? Does it matter?
- What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) How much does this matter? How can I uncover it?
- What is the relationship between reader and writer?
- How can a reader recognize truth in text?
- What does a reader gain from re-visiting or re-reading a text?
- How do you know a piece of text is worth reading more than once?
- What do you do when you do not understand everything in the text?
- To what extent does it matter that you do not understand the whole text?
- Under what conditions is an interpretation of text valid?
- How does literature reveal us to ourselves?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD THREE: ACCESS, ORGANIZE, AND EVALUATE INFORMATION GAINED THROUGH LISTENING, READING, AND VIEWING.

Research Enduring Understandings:

- Good research comes from a variety of sources.
- Good researchers check information for accuracy and validity.
- Good researchers employ strategies to help them research information.
- Good researchers start with a clear purpose, topic, and audience when doing research.
- Good researchers present information without plagiarizing.
- Good researchers have criteria to determine sources that are authoritative.
- Good researchers extract information from sources and draw logical conclusions.

Research Essential Questions:

- Why conduct research?
- Why use technology for research?
- In what ways do researchers gather information?
- How does a researcher know information is accurate?
- Why check for validity and accuracy?
- Why do good researchers avoid plagiarizing?
- What is an authoritative source?
- What is a logical conclusion?
- What is the purpose for research?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD FOUR: USE LITERARY KNOWLEDGE ACCESSED THROUGH PRINT AND VISUAL MEDIA TO CONNECT SELF TO SOCIETY AND CULTURE.

Reading Enduring Understandings:

- Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.
- Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning.
- Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond- very different from passively accepting or instantly liking or disliking.
- Just because you read the text doesn’t mean you understood it. Just because you had a strong response to the text doesn’t mean you understood it either.
- Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised.
- Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn’t work. They not only know many different strategies, but they never get stuck in persisting with one that isn’t working.
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- To what extent does it matter that you do not understand the whole text?
- Under what conditions is an interpretation of text valid?
- How does literature reveal us to ourselves?

Mathematics Standards

And Enduring Understandings/Essential Questions

Content Standards:

MATHEMATICS STANDARD ONE: NUMERIC REASONING

Students will develop **Numeric Reasoning** and an understanding of *Number and Operations* by solving problems in which there is a need to represent and **model real numbers** verbally, physically, and symbolically; to **explain** the relationship between numbers; to determine the relative magnitude of **real numbers**; to use operations with understanding; and to select appropriate methods of calculations from among mental math, paper-and-pencil, calculators, or computers.

Enduring Understandings:

- Numbers can be represented in multiple ways.
- The same operations can be applied in problem situations that seem quite different from one another.
- Being able to compute fluently means making smart choices about which tools to use and when to use them.
- Knowing the reasonableness of an answer comes from using good number sense and estimation strategies.

Essential Questions:

- What makes an estimate *reasonable*?
- What makes an answer *exact*?
- What makes a strategy both *effective* and *efficient*?
- What makes a solution *optimal*?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD TWO: ALGEBRAIC REASONING

Students will develop **Algebraic Reasoning** and an understanding of Patterns and Functions by solving problems in which there is a need to recognize and extend a variety of patterns; to progress from the concrete to the abstract using physical models, equations, and graphs; to describe, represent, and analyze relationships among variable quantities; and to analyze, represent, model, and describe real-world functional relationships.

Enduring Understandings

- Change is fundamental to understanding functions.
- Numbers or objects that repeat in predictable ways can be described or generalized.
- An operation can be “undone” by its inverse.
- Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.

Essential Questions:

- How can change be described mathematically?
- How are patterns of change related to the behavior of functions?
- How do mathematical models/representations shape our understanding of mathematics?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD THREE: GEOMETRIC REASONING

Students will develop **Geometric Reasoning** and an understanding of Geometry and Measurement by solving problems in which there is a need to recognize, construct, transform, analyze properties of, and discover relationships among geometric figures; and to measure to a required degree of accuracy by selecting appropriate tools and units.

Enduring Understandings:

- Two- and three-dimensional objects can be described, classified, and analyzed by their attributes.
- An object in a plane or in space can be oriented in an infinite number of ways while maintaining its size or shape.
- An object's location on a plane or in space can be described quantitatively.
- Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other.

Essential Questions:

- How does *what* we measure affect *how* we measure? How can space be defined through numbers/measurement?
- Why do we compare contrast and classify objects?
- How do decomposing and recomposing shapes help us build our understand of mathematics?
- How can transformations be described mathematically?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD FOUR: QUANTITATIVE REASONING

Students will develop **Quantitative Reasoning** and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to **model** mathematical situations to determine the probability.

Enduring Understandings:

- The question to be answered determines the data to be collected and how best to collect it.
- Basic statistical techniques can be used to analyze data in the workplace.
- The probability of an event can be used to predict the probability of future events.

Essential Questions:

- What is average?
- What makes a data representation useful?
- How does my sample affect confidence in my predication?
- What is fair?

Mathematics Standards

And Enduring Understandings/Essential Questions

Process Standards:

MATHEMATICS STANDARD FIVE: PROBLEM SOLVING

Students will develop their Problem Solving ability by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts; to formulate their own problems; to find solutions to problems from everyday situations; to develop and apply **strategies** to **solve** a wide variety of problems; and to integrate mathematical reasoning, communication and connections.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

Essential Questions:

- Is your plan working? Do you need to reconsider what you are doing?
- How are *solving* and *proving* different? How are *showing* and *explaining* different?
- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths? Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD SIX: REASONING AND PROOF

Students will develop their Reasoning and Proof ability by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to **justify** their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
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- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD SEVEN: COMMUNICATION

Students will develop their mathematical Communication ability by solving problems in which there is a need to obtain information from the real world through reading, listening and observing; to translate this information into mathematical language and symbols; to process this information mathematically; and to present results in written, oral, and visual formats.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

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- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD EIGHT: CONNECTIONS

Students will develop mathematical Connections by solving problems in which there is a need to view mathematics as an integrated whole and to integrate mathematics with other disciplines, while allowing the flexibility to approach problems, from within and outside mathematics, in a variety of ways.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

Essential Questions:

- Is your plan working? Do you need to reconsider what you are doing?
- How are *solving* and *proving* different? How are *showing* and *explaining* different?
- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Science Standards

And Enduring Understandings/Essential Questions

Content Standards:

SCIENCE STANDARD ONE: NATURE AND APPLICATION OF SCIENCE AND TECHNOLOGY

Science is a human endeavor involving knowledge learned through inquiring about the natural world. Scientific claims are evaluated and knowledge changes as a result of using the abilities and understandings of inquiry. The pursuit of scientific knowledge is a continuous process involving diverse people throughout history. The practice of science and the development of technology are critical pursuits of our society.

Enduring Understandings:

- Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.
- The development of technology and advancement in science influence each other and drive each other forward.
- Understanding past processes and contributions is essential in building scientific knowledge.

Essential Questions:

- What makes a question scientific? What constitutes evidence? When do you know you have enough evidence? Why is it necessary to justify and communicate an explanation?
- How do science and technology influence each other?
- How have past scientific contributions influenced current scientific understanding of the world? What do we mean in science when we say that we stand on the shoulders of giants?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD TWO: MATERIALS AND THEIR PROPERTIES

Materials exist throughout our physical world. The structures of materials influence their physical properties, chemical reactivity and use.

Enduring Understandings:

- The structures of materials determine their properties.
- People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.

Essential Questions:

- How do the properties of materials determine their use?
- How do you know which material is best for a particular product or need? What determines if new materials need to be developed? Why should people consider the risks and benefits before the production of new materials and/or the implementation of a new process?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD THREE: ENERGY AND ITS EFFECTS

The flow of energy drives processes of change in all biological, chemical, physical, and geological systems. Energy stored in a variety of sources can be transformed into other energy forms, which influence many facets of our daily lives. The forms of energy involved and the properties of the materials involved influence the nature of the energy transformations and the mechanisms by which energy is transferred. The conservation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems.

Enduring Understandings:

- Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).
- Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.
- Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.
- People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.

Essential Questions:

- How do we know that things have energy?
- How can energy be transferred from one material to another? What happens to a material when energy is transferred to it?
- What happens to the energy in a system — where does this energy come from, how is it changed within the system, and where does it ultimately go? How does the flow of energy affect the materials in the system?
- What is a “responsible” use of energy? Are there alternative forms of energy that will serve our needs, or better ways of using traditional forms of energy?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD FOUR: EARTH IN SPACE

Our Solar System is a collection of gravitationally interacting bodies that include Earth and the Moon. Universal principles of gravitation allow predictions regarding the motions of objects within the Galaxy and beyond. Earth's motion, position, and posture account for a variety of cyclic events observable from Earth. While the composition of planets vary considerably, their components and the applicable laws of science are universal. The motions and interactions of objects within the Solar System are consistent with the hypothesis that it emerged from a large disk of gas and dust. Our Solar System is part of the Milky Way Galaxy, which, in turn, is one of many galaxies in the known Universe.

Enduring Understandings:

- What predictable, observable patterns occur as a result of the interaction between the Earth, Moon, and Sun?
- How has technology expanded our knowledge of the Earth, Moon, and Sun System?

Essential Questions:

- Enduring Understanding: There are observable, predictable patterns of movement in the Earth, Moon, and Sun system that account for day and night.
- Enduring Understanding: Technology expands our knowledge of the Earth, Moon, and Sun System.

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD FIVE: EARTH'S DYNAMIC SYSTEMS

Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms (biosphere). Interactions among these spheres have resulted in ongoing changes to the system. Some of these changes can be measured on a human time scale, but others occur so slowly, that they must be inferred from geological evidence.

Enduring Understandings:

- Earth's systems can be broken down into individual components which have observable measurable properties.
- Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.
- Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.

Essential Questions:

- How does understanding the properties of Earth materials and the physical laws that govern their behavior lead to prediction of Earth events?
- How do changes in one part of the Earth system affect other parts of the system? In what ways can Earth processes be explained as interactions among spheres?
- How does technology extend human senses and understanding?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD SIX: LIFE PROCESSES

The natural world is defined by organisms and life processes which conform to principles regarding conservation and transformation of matter and energy. Living organisms use matter and energy to build their structures and conduct their life processes, and have mechanisms and behaviors to regulate their internal environments and to respond to changes in their surroundings. Knowledge about life processes can be applied to improving human health and well being.

Enduring Understandings:

- Living systems demonstrate the complementary nature of structure and function.
- All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.
- Organisms respond to internal and external cues, which allow them to survive.
- The life processes of organisms are affected by their interactions with each other and their environment, and may be altered by human manipulation.

Essential Questions:

- How does structure relate to function in living systems?
- How is matter transferred and energy transferred/transformed in living systems?
- How do responses to internal and external cues aid in an organism's survival?
- What can we do to benefit the health of humans and other organisms?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD SEVEN: DIVERSITY AND CONTINUITY OF LIVING THINGS

The natural world consists of a diversity of organisms that transmit their characteristics to future generations. Living things reproduce, develop, and transmit traits, and theories of evolution explain the unity and diversity of species found on Earth. Knowledge of genetics, reproduction, and development is applied to improve agriculture and human health.

Enduring Understandings:

- Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.
- The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.
- The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.

Essential Questions:

- Why do offspring resemble their parents? How do organisms change as they go through their life cycles?
- How are organisms of the same kind different from each other? How does this help them reproduce and survive?
- How does the understanding and manipulation of genetics, reproduction, development and evolution affect the quality of human life?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD EIGHT: ECOLOGY

Organisms are linked to one another in an ecosystem by the flow of energy and the cycling of materials. Humans are an integral part of the natural system and human activities can alter the stability of ecosystems.

Enduring Understandings:

- Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.
- Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.
- Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.

Essential Questions:

- How can change in one part of an ecosystem affect change in other parts of the ecosystem?
- How do matter and energy link organisms to each other and their environments? Why is sunlight essential to life on Earth?
- How do humans have an impact on the diversity and stability of ecosystems?

Social Studies Standards

And Enduring Understandings/Essential Questions

Content Standards:

CIVICS STANDARD ONE: GOVERNMENT

Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

Enduring Understandings:

- Students will understand that Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.
- Students will understand that governments are structured to address the basic needs of the people in a society.

Civics Standard One 9-12a

Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Essential Question

- What is the relationship between the political culture and experiences of a country and the form and structure of its government?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD TWO: POLITICS

Students will understand the principles and ideals underlying the American political system..

Enduring Understanding

- Students will understand that the principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Civics Standard Two 9-12a

Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

Essential Questions:

- To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more?
- Under what conditions might political parties evolve or collapse?

Civics Standard Two 9-12b

Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

Essential Questions:

- What problems would arise if a government failed to adapt to changing needs and desires of the people?
- To what extent do the structures and traditional processes of government minimize the dangers of change?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD THREE: CITIZENSHIP

Students will understand the responsibilities, rights, and privileges of United States citizens.

Enduring Understandings:

Students will understand that:

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

Civics Standard Three 9-12a

Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Essential Question:

- What are the consequences of citizens not participating in democracy?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD FOUR: PARTICIPATION

Students will develop and employ the civic skills necessary for effective, participatory citizenship.

Enduring Understandings:

- Students will understand that effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Students will understand that effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

Civics Standard Four 9-12a

Students will develop and employ the skills necessary to work with government programs and agencies.

Essential Question:

- How should private citizens and interest groups most effectively communicate with government?

Civics Standard Four 9-12b

Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

Essential Question:

- How should groups engaged in political activities organize to accomplish their goals?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD ONE: MICROECONOMICS

Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Enduring Understandings:

- Students will understand that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services.
- Students will understand that goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.
- Students will understand that effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.

Economics Standard One 9-12a

Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Essential Questions:

- To what extent does economic self-interest (individual consumers and producers) contribute to the greater good?
- Does competition ensure efficiency?
- To what extent do government policies affect markets?
- How might markets create incentives that impact decisions of individual consumers, producers, and government?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD TWO: MACROECONOMICS

Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

Enduring Understandings:

- Students will understand that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.
- Students will understand that because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.
- Students will understand that market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.

Economics Standard Two 9-12a

Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.

Essential Questions:

- Why is our economy interdependent?
- How might government policy decisions affect the stability of the economy?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD THREE: ECONOMIC SYSTEMS

Students will understand different types of economic systems and how they change.

Enduring Understandings:

- Students will understand that because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.
- Students will understand that the way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.
- Students will understand that changing economic systems impact standards of living.

Economics Standard Three 9-12a

Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Essential Questions:

- Why do some economies in transition experience success and others fail?
- Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD FOUR: INTERNATIONAL TRADE

Students will examine the patterns and results of international trade.

Enduring Understandings:

- Students will understand that individuals and nations trade when all parties expect to gain.
- Students will understand that nations with different economic systems often specialize and become interdependent as a result of international trade.
- Students will understand that government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.

Economics Standard Four 9-12a

Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

Essential Questions:

- To what extent is a nation's standard of living related to its trading patterns?
- How might changes in trading patterns affect the distribution of income and quality of life globally?
- To what extent should developed nations trade with less developed nations?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD ONE: MAPS

Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics.

Enduring Understandings:

- Students will understand that mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.
- Students will understand that mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.
- Students will understand the ways mapped patterns are analyzed and used help solve societal problems.
- Students will understand that maps can be used to distort or introduce bias into the information they portray.

Geography Standard One 9-12a

Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.”

Essential Questions:

- To what extent is competition or interaction between places influenced by their relative location and accessibility?
- How might the position of a place in a settlement hierarchy affect the life of the people in that place?
- What makes it likely or unlikely that people and/or goods will flow between two points?

Geography Standard One 9-12b

Students will apply the analysis of mapped patterns to the solution of problems.

Essential Question

- How might societal problems be posed so that they are open to solution through geographic map analysis?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD TWO: ENVIRONMENT

Students will develop a knowledge of the ways humans modify and respond to the natural environment.

Enduring Understanding

- Students will understand that the human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.

Geography Standard Two 9-12a

Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

Essential Questions:

- To what extent can people predict the consequences from human alterations to the physical environment?
- Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD THREE: PLACES

Students will develop an understanding of the diversity of human culture and the unique nature of places.

Enduring Understandings:

- Students will understand that places are unique associations of natural environments and human cultural modifications.
- Students will understand that Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Geography Standard Three 9-12a

Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

Essential Questions:

- Why are some places more culturally diverse or similar than others?
- To what extent does the culture of a place change over time?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD FOUR: REGIONS

Students will develop an understanding of the character and use of regions and the connections between and among them.

Enduring Understandings:

- Students will understand that a region is a concept rather than a real object on the ground, used to simplify the diversity of places.
- Students will understand that regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.

Geography Standard Four 9-12a

Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

Essential Questions:

- How might regional analysis help to solve societal problems?
- To what extent are regional boundaries permanent? What might cause them to change over time?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD ONE: CHRONOLOGY

Students will employ chronological concepts in analyzing historical phenomena.

Enduring Understandings:

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

History Standard One 9-12a

Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Essential Questions:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD TWO: ANALYSIS

Students will gather, examine, and analyze historical data.

Enduring Understandings:

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one's research strategies.
- A historian must prove where the information can be found that is the basis for historical conclusions.

History Standard Two 9-12a

Students will develop and implement effective research strategies for investigating a given historical topic.

History Standard Two 9-12b

Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Essential Questions:

- What is the evidence for this argument? Is that all the evidence, or just what the author wanted me to read?
- Does differentiating between fact and interpretation matter?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD THREE: INTERPRETATION

Students will interpret historical data.

Enduring Understandings:

- What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.
- History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

History Standard Three 9-12a

Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Essential Questions:

- Does the way research is conducted matter?
- To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD ONE: USE WRITTEN AND ORAL ENGLISH APPROPRIATE FOR VARIOUS PURPOSES AND AUDIENCES.

Writing Enduring Understandings:

- Audience and purpose (e.g., to inform, persuade, entertain) influence the use of literary techniques (e.g., style, tone, word choice).
- Writers do not always say what they mean. Indirect forms of expression (e.g., satire, irony) require readers to read between the lines to find the intended meaning.
- Punctuation marks and grammar rules are like highway signs and traffic signals. They guide readers through the text to help avoid confusion.
- A writer selects a form based on his purpose.
- A writer's point of view is influenced by his experience.
- Conventions of language help readers understand what is being communicated.
- The purposeful use and non-use of language conventions help readers understand.
- A writer's word choice and syntax are characteristics of voice which help to personalize text.

Writing Essential Questions:

- Why write? What if writing didn't exist? Why share personal experiences in writing? To what extent is the pen mightier than the sword?
- How is written language different from spoken language? What makes writing worth reading?
- How do writers express their thoughts and feelings? Where do ideas for writing come from? What makes writing flow?
- How do effective writers hook and hold their readers? What makes writing easy to follow? What is the best beginning? What is the best ending? What is the best order (sequence)? What is a complete thought?
- Why am I writing? For whom? What am I trying to achieve through my writing? Who will read my writing? What will work best for my audience?
- Why does a writer choose the form of writing he/she does?
- What is the relationship between reader and writer?
- How do writers communicate clearly?
- To what extent do conventions of language impact communication?
- What is the voice thing, anyway?

- Why do we need grammar?

Oral Communication Enduring Understandings:

- Audience and purpose (e.g., inform, persuade, entertain) influence communication
- Speakers do not always say what they mean. Indirect forms of expression (e.g., eye contact, hand gestures, facial expressions) require the audience to read between the lines to find the intended meaning.
- The use of the voice (e.g., pitch, rate, volume, intonation) helps the audience understand the message.
- A speaker selects a form and organizational pattern based on his purpose.
- A speaker's point of view is influenced by his experience.
- Rhetorical devices (e.g., questioning, repetition, alliteration) help the speaker convey his message.
- A speaker's word choice and style are characteristics of voice which helps to personalize the message.
- Oral discourse helps to shape our lives and build connections to others; mastery of oral discourse can open up opportunities to individuals.
- Discussion creates a greater understanding of a variety of topics.
- Learning is about sharing different views and actively listening to those with different views

Oral Communication Essential Questions:

- Why share written ideas orally?
- How is spoken language different from written language?
- How can I communicate so others will listen?
- How do speakers express their thoughts and feelings? From where do ideas for speeches come?
- How do effective speakers hook and hold their audience? What is the best beginning? What is the best ending?
- Why am I speaking? For whom? What am I trying to achieve through my speech? Who is my audience?
- Why does a speaker choose the organizational pattern he/she does?
- What is the relationship between speaker and listener?
- How do speakers communicate clearly?
- What is the voice thing, anyway?
- What makes a good speech?
- How do authors use the resources of language to impact an audience?
- Why is a comprehensive vocabulary important to effective reading, writing, listening, and speaking?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD TWO: CONSTRUCT, EXAMINE, AND EXTEND THE MEANING OF LITERARY, INFORMATIVE, AND TECHNICAL TEXTS THROUGH LISTENING, READING, AND VIEWING.

Reading Enduring Understandings:

- Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.
- Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning.
- Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond- very different from passively accepting or instantly liking or disliking.
- Just because you read the text doesn’t mean you understood it. Just because you had a strong response to the text doesn’t mean you understood it either.
- Different readers may respond to the same text in different ways. The better responses are those that provide that provide greater insight into the text and/or the issues raised.
- Good readers may use many strategies that work, and they quickly try another one when the one they are using doesn’t work. They not only know many different strategies, but they never get stuck in persisting with one that isn’t working.
- Good readers are never afraid or embarrassed to admit when they don’t understand. Asking questions-of a text, of a teacher, of another reader-is what good readers do.
- Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others.
- Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text’s structure helps a reader better understand its meaning.
- The impact of a text on a reader is influenced by the reader’s experience.
- The reader’s interaction with text changes with time and experience.
- A good story has a pattern or plan.
- Good readers employ strategies to help them understand text.
- Understanding of text develops over time and experience.
- No opinion is privileged, but some are better than others.

- Different authors use techniques/strategies to convince readers. Readers must apply criteria to evaluate credibility of information.

Reading Essential Questions:

- What makes a book or story great? What is the relationship between popularity and greatness in literature? Is a “good read” always a great book?
- Why read fiction? Can a fictional story be “true”? What is the relationship between “fiction” and “truth”? Is historical fiction a contradiction?
- What is a story? How are stories from other places and times about me? Must a story have a moral? Must a story have heroes and villains? Should a story or fairy tale teach you something?
- Why read? What can we learn from print? Can all of our experiences be put into words? Does literature primarily reflect culture or shape it? To what extent is written text conservative and to what extent dangerous?
- What do good readers do? What do they do when do not understand? How do texts differ? How should I read different types of texts?
- What is the author saying? How do I know? What is the gist? What is the main idea? How do I read between the lines? How do I know I am getting the point and not merely imposing my views and experience?
- From whose viewpoint are we reading? What is the author’s angle or perspective? What should we do when texts or authors disagree?
- What’s new and what’s old here? Have we run across this idea before? So what? Does it matter?
- What lies beneath the surface of this text? (In fiction: symbol and theme; in nonfiction texts: assumptions, biases, preconceptions) How much does this matter? How can I uncover it?
- What is the relationship between reader and writer?
- How can a reader recognize truth in text?
- What does a reader gain from re-visiting or re-reading a text?
- How do you know a piece of text is worth reading more than once?
- What do you do when you do not understand everything in the text?
- To what extent does it matter that you do not understand the whole text?
- Under what conditions is an interpretation of text valid?
- How does literature reveal us to ourselves?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD THREE: ACCESS, ORGANIZE, AND EVALUATE INFORMATION GAINED THROUGH LISTENING, READING, AND VIEWING.

Research Enduring Understandings:

- Good research comes from a variety of sources.
- Good researchers check information for accuracy and validity.
- Good researchers employ strategies to help them research information.
- Good researchers start with a clear purpose, topic, and audience when doing research.
- Good researchers present information without plagiarizing.
- Good researchers have criteria to determine sources that are authoritative.
- Good researchers extract information from sources and draw logical conclusions.

Research Essential Questions:

- Why conduct research?
- Why use technology for research?
- In what ways do researchers gather information?
- How does a researcher know information is accurate?
- Why check for validity and accuracy?
- Why do good researchers avoid plagiarizing?
- What is an authoritative source?
- What is a logical conclusion?
- What is the purpose for research?

English Language Arts Content Standards

And Enduring Understandings/Essential Questions

Students in Delaware public schools, using the processes of effective readers, writers, listeners, viewers, and speakers, will be able to:

ENGLISH LANGUAGE ARTS STANDARD FOUR: USE LITERARY KNOWLEDGE ACCESSED THROUGH PRINT AND VISUAL MEDIA TO CONNECT SELF TO SOCIETY AND CULTURE.

Reading Enduring Understandings:

- Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges that we face. They present complex stories in which the inner and outer lives of human beings are revealed.
- Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the “surface” of the text to find the meaning.
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- How can a reader recognize truth in text?
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- How do you know a piece of text is worth reading more than once?
- What do you do when you do not understand everything in the text?
- To what extent does it matter that you do not understand the whole text?
- Under what conditions is an interpretation of text valid?
- How does literature reveal us to ourselves?

Mathematics Standards

And Enduring Understandings/Essential Questions

Content Standards:

MATHEMATICS STANDARD ONE: NUMERIC REASONING

Students will develop **Numeric Reasoning** and an understanding of *Number and Operations* by solving problems in which there is a need to represent and **model real numbers** verbally, physically, and symbolically; to **explain** the relationship between numbers; to determine the relative magnitude of **real numbers**; to use operations with understanding; and to select appropriate methods of calculations from among mental math, paper-and-pencil, calculators, or computers.

Enduring Understandings:

- Numbers can be represented in multiple ways.
- The same operations can be applied in problem situations that seem quite different from one another.
- Being able to compute fluently means making smart choices about which tools to use and when to use them.
- Knowing the reasonableness of an answer comes from using good number sense and estimation strategies.

Essential Questions:

- What makes an estimate *reasonable*?
- What makes an answer *exact*?
- What makes a strategy both *effective* and *efficient*?
- What makes a solution *optimal*?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD TWO: ALGEBRAIC REASONING

Students will develop **Algebraic Reasoning** and an understanding of Patterns and Functions by solving problems in which there is a need to recognize and extend a variety of patterns; to progress from the concrete to the abstract using physical models, equations, and graphs; to describe, represent, and analyze relationships among variable quantities; and to analyze, represent, model, and describe real-world functional relationships.

Enduring Understandings

- Change is fundamental to understanding functions.
- Numbers or objects that repeat in predictable ways can be described or generalized.
- An operation can be “undone” by its inverse.
- Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.

Essential Questions:

- How can change be described mathematically?
- How are patterns of change related to the behavior of functions?
- How do mathematical models/representations shape our understanding of mathematics?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD THREE: GEOMETRIC REASONING

Students will develop **Geometric Reasoning** and an understanding of Geometry and Measurement by solving problems in which there is a need to recognize, construct, transform, analyze properties of, and discover relationships among geometric figures; and to measure to a required degree of accuracy by selecting appropriate tools and units.

Enduring Understandings:

- Two- and three-dimensional objects can be described, classified, and analyzed by their attributes.
- An object in a plane or in space can be oriented in an infinite number of ways while maintaining its size or shape.
- An object's location on a plane or in space can be described quantitatively.
- Linear measure, area, and volume are fundamentally different but may be related to one another in ways that permit calculation of one given the other.

Essential Questions:

- How does *what* we measure affect *how* we measure? How can space be defined through numbers/measurement?
- Why do we compare contrast and classify objects?
- How do decomposing and recomposing shapes help us build our understand of mathematics?
- How can transformations be described mathematically?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD FOUR: QUANTITATIVE REASONING

Students will develop **Quantitative Reasoning** and an understanding of Data Analysis and Probability by solving problems in which there is a need to collect, appropriately represent, and interpret data; to make inferences or predictions and to present convincing arguments; and to **model** mathematical situations to determine the probability.

Enduring Understandings:

- The question to be answered determines the data to be collected and how best to collect it.
- Basic statistical techniques can be used to analyze data in the workplace.
- The probability of an event can be used to predict the probability of future events.

Essential Questions:

- What is average?
- What makes a data representation useful?
- How does my sample affect confidence in my predication?
- What is fair?

Mathematics Standards

And Enduring Understandings/Essential Questions

Process Standards:

MATHEMATICS STANDARD FIVE: PROBLEM SOLVING

Students will develop their Problem Solving ability by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts; to formulate their own problems; to find solutions to problems from everyday situations; to develop and apply **strategies** to **solve** a wide variety of problems; and to integrate mathematical reasoning, communication and connections.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

Essential Questions:

- Is your plan working? Do you need to reconsider what you are doing?
- How are *solving* and *proving* different? How are *showing* and *explaining* different?
- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths? Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD SIX: REASONING AND PROOF

Students will develop their Reasoning and Proof ability by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to **justify** their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
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Essential Questions:

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- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD SEVEN: COMMUNICATION

Students will develop their mathematical Communication ability by solving problems in which there is a need to obtain information from the real world through reading, listening and observing; to translate this information into mathematical language and symbols; to process this information mathematically; and to present results in written, oral, and visual formats.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

Essential Questions:

- Is your plan working? Do you need to reconsider what you are doing?
- How are *solving* and *proving* different? How are *showing* and *explaining* different?
- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Mathematics Standards

And Enduring Understandings/Essential Questions

MATHEMATICS STANDARD EIGHT: CONNECTIONS

Students will develop mathematical Connections by solving problems in which there is a need to view mathematics as an integrated whole and to integrate mathematics with other disciplines, while allowing the flexibility to approach problems, from within and outside mathematics, in a variety of ways.

Enduring Understandings:

- Mathematics can be used to solve problems outside of the mathematics classroom.
- Mathematics is built on reason and always makes sense.
- Reasoning allows us to *make* conjectures and to *prove* conjectures.
- Classifying helps us build networks of mathematical ideas.
- Precise language helps us express mathematical ideas and receive them.

Essential Questions:

- Is your plan working? Do you need to reconsider what you are doing?
- How are *solving* and *proving* different? How are *showing* and *explaining* different?
- How do you know when you have proven something?
- What does it take to **verify** a conjecture? How do you develop a convincing argument?
- How do you make sense of different strategies? How do you determine their strengths and weaknesses? How do you determine similarities and differences?
- Why do we classify? Why do we classify numbers? Why do we classify geometric objects? Why do we classify functions?

Science Standards

And Enduring Understandings/Essential Questions

Content Standards:

SCIENCE STANDARD ONE: NATURE AND APPLICATION OF SCIENCE AND TECHNOLOGY

Science is a human endeavor involving knowledge learned through inquiring about the natural world. Scientific claims are evaluated and knowledge changes as a result of using the abilities and understandings of inquiry. The pursuit of scientific knowledge is a continuous process involving diverse people throughout history. The practice of science and the development of technology are critical pursuits of our society.

Enduring Understandings:

- Scientific inquiry involves asking scientifically-oriented questions, collecting evidence, forming explanations, connecting explanations to scientific knowledge and theory, and communicating and justifying the explanation.
- The development of technology and advancement in science influence each other and drive each other forward.
- Understanding past processes and contributions is essential in building scientific knowledge.

Essential Questions:

- What makes a question scientific? What constitutes evidence? When do you know you have enough evidence? Why is it necessary to justify and communicate an explanation?
- How do science and technology influence each other?
- How have past scientific contributions influenced current scientific understanding of the world? What do we mean in science when we say that we stand on the shoulders of giants?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD TWO: MATERIALS AND THEIR PROPERTIES

Materials exist throughout our physical world. The structures of materials influence their physical properties, chemical reactivity and use.

Enduring Understandings:

- The structures of materials determine their properties.
- People develop new materials as a response to the needs of society and the pursuit of knowledge. This development may have risks and benefits to humans and the environment.

Essential Questions:

- How do the properties of materials determine their use?
- How do you know which material is best for a particular product or need? What determines if new materials need to be developed? Why should people consider the risks and benefits before the production of new materials and/or the implementation of a new process?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD THREE: ENERGY AND ITS EFFECTS

The flow of energy drives processes of change in all biological, chemical, physical, and geological systems. Energy stored in a variety of sources can be transformed into other energy forms, which influence many facets of our daily lives. The forms of energy involved and the properties of the materials involved influence the nature of the energy transformations and the mechanisms by which energy is transferred. The conservation of energy is a law that can be used to analyze and build understandings of diverse physical and biological systems.

Enduring Understandings:

- Energy takes many forms. These forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).
- Changes take place because of the transfer of energy. Energy is transferred to matter through the action of forces. Different forces are responsible for the transfer of the different forms of energy.
- Energy readily transforms from one form to another, but these transformations are not always reversible. The details of these transformations depend upon the initial form of the energy and the properties of the materials involved. Energy may transfer into or out of a system and it may change forms, but the total energy cannot change.
- People utilize a variety of resources to meet the basic and specific needs of life. Some of these resources cannot be replaced. Other resources can be replenished or exist in such vast quantities they are in no danger of becoming depleted. Often the energy stored in resources must be transformed into more useful forms and transported over great distances before it can be helpful to us.

Essential Questions:

- How do we know that things have energy?
- How can energy be transferred from one material to another? What happens to a material when energy is transferred to it?
- What happens to the energy in a system — where does this energy come from, how is it changed within the system, and where does it ultimately go? How does the flow of energy affect the materials in the system?
- What is a “responsible” use of energy? Are there alternative forms of energy that will serve our needs, or better ways of using traditional forms of energy?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD FOUR: EARTH IN SPACE

Our Solar System is a collection of gravitationally interacting bodies that include Earth and the Moon. Universal principles of gravitation allow predictions regarding the motions of objects within the Galaxy and beyond. Earth's motion, position, and posture account for a variety of cyclic events observable from Earth. While the composition of planets vary considerably, their components and the applicable laws of science are universal. The motions and interactions of objects within the Solar System are consistent with the hypothesis that it emerged from a large disk of gas and dust. Our Solar System is part of the Milky Way Galaxy, which, in turn, is one of many galaxies in the known Universe.

Enduring Understandings:

- What predictable, observable patterns occur as a result of the interaction between the Earth, Moon, and Sun?
- How has technology expanded our knowledge of the Earth, Moon, and Sun System?

Essential Questions:

- Enduring Understanding: There are observable, predictable patterns of movement in the Earth, Moon, and Sun system that account for day and night.
- Enduring Understanding: Technology expands our knowledge of the Earth, Moon, and Sun System.

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD FIVE: EARTH'S DYNAMIC SYSTEMS

Earth's dynamic systems are made up of the solid earth (geosphere), the oceans, lakes, rivers, glaciers and ice sheets (hydrosphere), the atmosphere, and organisms (biosphere). Interactions among these spheres have resulted in ongoing changes to the system. Some of these changes can be measured on a human time scale, but others occur so slowly, that they must be inferred from geological evidence.

Enduring Understandings:

- Earth's systems can be broken down into individual components which have observable measurable properties.
- Earth's components form systems. These systems continually interact at different rates of time, affecting the Earth locally and globally.
- Technology enables us to better understand Earth's systems. It also allows us to analyze the impact of human activities on Earth's systems and the impact of Earth's systems on human activity.

Essential Questions:

- How does understanding the properties of Earth materials and the physical laws that govern their behavior lead to prediction of Earth events?
- How do changes in one part of the Earth system affect other parts of the system? In what ways can Earth processes be explained as interactions among spheres?
- How does technology extend human senses and understanding?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD SIX: LIFE PROCESSES

The natural world is defined by organisms and life processes which conform to principles regarding conservation and transformation of matter and energy. Living organisms use matter and energy to build their structures and conduct their life processes, and have mechanisms and behaviors to regulate their internal environments and to respond to changes in their surroundings. Knowledge about life processes can be applied to improving human health and well being.

Enduring Understandings:

- Living systems demonstrate the complementary nature of structure and function.
- All organisms transfer matter and convert energy from one form to another. Both matter and energy are necessary to build and maintain structures within the organism.
- Organisms respond to internal and external cues, which allow them to survive.
- The life processes of organisms are affected by their interactions with each other and their environment, and may be altered by human manipulation.

Essential Questions:

- How does structure relate to function in living systems?
- How is matter transferred and energy transferred/transformed in living systems?
- How do responses to internal and external cues aid in an organism's survival?
- What can we do to benefit the health of humans and other organisms?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD SEVEN: DIVERSITY AND CONTINUITY OF LIVING THINGS

The natural world consists of a diversity of organisms that transmit their characteristics to future generations. Living things reproduce, develop, and transmit traits, and theories of evolution explain the unity and diversity of species found on Earth. Knowledge of genetics, reproduction, and development is applied to improve agriculture and human health.

Enduring Understandings:

- Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.
- The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.
- The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.

Essential Questions:

- Why do offspring resemble their parents? How do organisms change as they go through their life cycles?
- How are organisms of the same kind different from each other? How does this help them reproduce and survive?
- How does the understanding and manipulation of genetics, reproduction, development and evolution affect the quality of human life?

Science Standards

And Enduring Understandings/Essential Questions

SCIENCE STANDARD EIGHT: ECOLOGY

Organisms are linked to one another in an ecosystem by the flow of energy and the cycling of materials. Humans are an integral part of the natural system and human activities can alter the stability of ecosystems.

Enduring Understandings:

- Organisms and their environments are interconnected. Changes in one part of the system will affect other parts of the system.
- Matter needed to sustain life is continually recycled among and between organisms and the environment. Energy from the sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.
- Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to the overall system.

Essential Questions:

- How can change in one part of an ecosystem affect change in other parts of the ecosystem?
- How do matter and energy link organisms to each other and their environments? Why is sunlight essential to life on Earth?
- How do humans have an impact on the diversity and stability of ecosystems?

Social Studies Standards

And Enduring Understandings/Essential Questions

Content Standards:

CIVICS STANDARD ONE: GOVERNMENT

Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

Enduring Understandings:

- Students will understand that Constitutional democracy as a structure of government developed from the tension between the need for authority and the need to constrain authority.
- Students will understand that governments are structured to address the basic needs of the people in a society.

Civics Standard One 9-12a

Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

Essential Question

- What is the relationship between the political culture and experiences of a country and the form and structure of its government?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD TWO: POLITICS

Students will understand the principles and ideals underlying the American political system..

Enduring Understanding

- Students will understand that the principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Civics Standard Two 9-12a

Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

Essential Questions:

- To what extent are political parties necessary to democracy? Why do two political parties dominate in America but other democracies have more?
- Under what conditions might political parties evolve or collapse?

Civics Standard Two 9-12b

Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

Essential Questions:

- What problems would arise if a government failed to adapt to changing needs and desires of the people?
- To what extent do the structures and traditional processes of government minimize the dangers of change?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD THREE: CITIZENSHIP

Students will understand the responsibilities, rights, and privileges of United States citizens.

Enduring Understandings:

Students will understand that:

- Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.
- Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.

Civics Standard Three 9-12a

Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

Essential Question:

- What are the consequences of citizens not participating in democracy?

Social Studies Standards

And Enduring Understandings/Essential Questions

CIVICS STANDARD FOUR: PARTICIPATION

Students will develop and employ the civic skills necessary for effective, participatory citizenship.

Enduring Understandings:

- Students will understand that effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.
- Students will understand that effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.

Civics Standard Four 9-12a

Students will develop and employ the skills necessary to work with government programs and agencies.

Essential Question:

- How should private citizens and interest groups most effectively communicate with government?

Civics Standard Four 9-12b

Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

Essential Question:

- How should groups engaged in political activities organize to accomplish their goals?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD ONE: MICROECONOMICS

Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Enduring Understandings:

- Students will understand that due to scarcity, individuals, families, communities, and societies as a whole, must make choices in their activities and consumption of goods and services.
- Students will understand that goods, services, and resources in a market economy are allocated based on the choices of consumers and producers.
- Students will understand that effective decision making requires comparing the additional costs of alternatives relative to the additional benefits received.

Economics Standard One 9-12a

Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

Essential Questions:

- To what extent does economic self-interest (individual consumers and producers) contribute to the greater good?
- Does competition ensure efficiency?
- To what extent do government policies affect markets?
- How might markets create incentives that impact decisions of individual consumers, producers, and government?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD TWO: MACROECONOMICS

Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

Enduring Understandings:

- Students will understand that a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners.
- Students will understand that because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living.
- Students will understand that market economies are dependent on the creation and use of money, and a monetary system to facilitate exchange.

Economics Standard Two 9-12a

Students will develop an understanding of how economies function as a whole, including the causes and effect of inflation, unemployment, business cycles, and monetary and fiscal policies.

Essential Questions:

- Why is our economy interdependent?
- How might government policy decisions affect the stability of the economy?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD THREE: ECONOMIC SYSTEMS

Students will understand different types of economic systems and how they change.

Enduring Understandings:

- Students will understand that because resources are scarce, societies must organize the production, distribution, and allocation of goods and services.
- Students will understand that the way societies make economic decisions depends on cultural values, availability and quality of resources, and the extent and use of technology.
- Students will understand that changing economic systems impact standards of living.

Economics Standard Three 9-12a

Students will analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

Essential Questions:

- Why do some economies in transition experience success and others fail?
- Why might citizens of a society question whether an increase in the standard of living improves the quality of life?

Social Studies Standards

And Enduring Understandings/Essential Questions

ECONOMICS STANDARD FOUR: INTERNATIONAL TRADE

Students will examine the patterns and results of international trade.

Enduring Understandings:

- Students will understand that individuals and nations trade when all parties expect to gain.
- Students will understand that nations with different economic systems often specialize and become interdependent as a result of international trade.
- Students will understand that government actions that promote competition and free trade among people and nations increase the health of an economy and the welfare of nations.

Economics Standard Four 9-12a

Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

Essential Questions:

- To what extent is a nation's standard of living related to its trading patterns?
- How might changes in trading patterns affect the distribution of income and quality of life globally?
- To what extent should developed nations trade with less developed nations?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD ONE: MAPS

Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics.

Enduring Understandings:

- Students will understand that mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.
- Students will understand that mental maps change as the scale moves from local to global; we know more about our home area than more distant places; and these differences affect how we feel and behave towards places that are distant versus those that are close.
- Students will understand the ways mapped patterns are analyzed and used help solve societal problems.
- Students will understand that maps can be used to distort or introduce bias into the information they portray.

Geography Standard One 9-12a

Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.”

Essential Questions:

- To what extent is competition or interaction between places influenced by their relative location and accessibility?
- How might the position of a place in a settlement hierarchy affect the life of the people in that place?
- What makes it likely or unlikely that people and/or goods will flow between two points?

Geography Standard One 9-12b

Students will apply the analysis of mapped patterns to the solution of problems.

Essential Question

- How might societal problems be posed so that they are open to solution through geographic map analysis?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD TWO: ENVIRONMENT

Students will develop a knowledge of the ways humans modify and respond to the natural environment.

Enduring Understanding

- Students will understand that the human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment.

Geography Standard Two 9-12a

Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

Essential Questions:

- To what extent can people predict the consequences from human alterations to the physical environment?
- Why might focusing on how people perceive the risks and resources of the natural environment help to explain human behavior in different parts of the world?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD THREE: PLACES

Students will develop an understanding of the diversity of human culture and the unique nature of places.

Enduring Understandings:

- Students will understand that places are unique associations of natural environments and human cultural modifications.
- Students will understand that Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.

Geography Standard Three 9-12a

Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world.

Essential Questions:

- Why are some places more culturally diverse or similar than others?
- To what extent does the culture of a place change over time?

Social Studies Standards

And Enduring Understandings/Essential Questions

GEOGRAPHY STANDARD FOUR: REGIONS

Students will develop an understanding of the character and use of regions and the connections between and among them.

Enduring Understandings:

- Students will understand that a region is a concept rather than a real object on the ground, used to simplify the diversity of places.
- Students will understand that regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.

Geography Standard Four 9-12a

Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

Essential Questions:

- How might regional analysis help to solve societal problems?
- To what extent are regional boundaries permanent? What might cause them to change over time?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD ONE: CHRONOLOGY

Students will employ chronological concepts in analyzing historical phenomena.

Enduring Understandings:

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.
- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.

History Standard One 9-12a

Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Essential Questions:

- Were contemporary issues also problematic for past societies? Why are those issues difficult? Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD TWO: ANALYSIS

Students will gather, examine, and analyze historical data.

Enduring Understandings:

- Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.
- Critical investigation demands constant reassessment of one's research strategies.
- A historian must prove where the information can be found that is the basis for historical conclusions.

History Standard Two 9-12a

Students will develop and implement effective research strategies for investigating a given historical topic.

History Standard Two 9-12b

Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

Essential Questions:

- What is the evidence for this argument? Is that all the evidence, or just what the author wanted me to read?
- Does differentiating between fact and interpretation matter?

Social Studies Standards

And Enduring Understandings/Essential Questions

HISTORY STANDARD THREE: INTERPRETATION

Students will interpret historical data.

Enduring Understandings:

- What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.
- History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

History Standard Three 9-12a

Students will compare competing historical narratives, by contrasting different historian's choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

Essential Questions:

- Does the way research is conducted matter?
- To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read?
- Is there such a thing as completely unbiased history?