

## Overarching Expectations

### Habits of Mind – Dispositions

<p><b>English Language Arts</b></p> <p><b>Inter-Relationships and Self-Reliance</b></p> <p><b>Within and Across</b></p> <ul style="list-style-type: none"> <li>• families</li> <li>• communities (scientific, political)</li> <li>• societies</li> <li>• governments</li> <li>• economies</li> </ul> <p><b>Critical Response and Stance</b></p> <p><b>Evaluate and Balance</b></p> <ul style="list-style-type: none"> <li>• validity</li> <li>• quality</li> <li>• perspective</li> <li>• empathy</li> <li>• social action</li> <li>• power</li> </ul> <p><b>Transformational Thinking</b></p> <ul style="list-style-type: none"> <li>• generative vs. receptive</li> <li>• engagement in learning</li> <li>• engagement in the world</li> <li>• open to possible failure</li> <li>• thinking into the future</li> <li>• reflection</li> <li>• search for truth</li> <li>• research to create new knowledge</li> <li>• wisdom</li> </ul> <p><b>Leadership Qualities</b></p> <ul style="list-style-type: none"> <li>• integrity</li> <li>• responsibility</li> <li>• plural citizenship</li> <li>• micro/macro fluency</li> <li>• negotiation</li> <li>• effective writing and speaking abilities</li> <li>• innovation</li> </ul>	<p><b>Mathematics</b></p> <p><b>Conceptual Understanding</b></p> <ul style="list-style-type: none"> <li>• comprehension of mathematical concepts, operations, and relations</li> </ul> <p><b>Procedural Fluency</b></p> <ul style="list-style-type: none"> <li>• skill in carrying out procedures flexibly, accurately, efficiently, and appropriately</li> </ul> <p><b>Strategic Competence</b></p> <ul style="list-style-type: none"> <li>• ability to formulate, represent, and solve mathematical problems</li> </ul> <p><b>Adaptive Reasoning</b></p> <ul style="list-style-type: none"> <li>• capacity for logical thought, reflection, explanation, and justification</li> </ul> <p><b>Productive Disposition</b></p> <ul style="list-style-type: none"> <li>• habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy</li> </ul>	<p><b>Science</b></p> <p><b>Identifying Science Principles</b></p> <ul style="list-style-type: none"> <li>• describe, measure, classify observations</li> <li>• state/recognize correct science principles</li> <li>• demonstrate relationships among closely related science principles</li> <li>• demonstrate relationships among different representations of principles</li> </ul> <p><b>Using Science Principles</b></p> <ul style="list-style-type: none"> <li>• explain observations of phenomena</li> <li>• predict observations of phenomena</li> <li>• examples that illustrate a science principle</li> <li>• propose, analyze, and evaluate alternative explanations or predictions</li> </ul> <p><b>Scientific Inquiry</b></p> <ul style="list-style-type: none"> <li>• generate new questions that can be investigated in the laboratory or field</li> <li>• critique aspects of scientific investigations</li> <li>• conduct scientific investigations using appropriate tools and techniques</li> <li>• identify patterns; relate to theoretical models</li> <li>• describe reason for conclusion</li> <li>• use evidence to support or refute claim</li> <li>• design and conduct scientific investigation</li> </ul> <p><b>Reflection and Social Implications</b></p> <ul style="list-style-type: none"> <li>• critique whether questions can be answered through scientific investigations</li> <li>• critique arguments based on evidence</li> <li>• use science knowledge in social arguments</li> <li>• gather, synthesize, and evaluate information from multiple sources</li> <li>• discuss scientific topics in groups, make presentations, summarize what others have said, ask for clarification, present alternative perspectives, defend a position</li> <li>• evaluate future science career prospects</li> <li>• explain flaws in claims or conclusions</li> <li>• critique solutions to problems, given criteria and scientific constraints</li> <li>• identify scientific tradeoffs in design decisions and choose among alternative solutions</li> <li>• apply science principles or scientific data to anticipate effects of technological design decisions</li> </ul>	<p><b>Social Studies</b></p> <p><b>Disciplinary Knowledge</b> History, Geography, Civics, and Economics</p> <ul style="list-style-type: none"> <li>• defining characteristics</li> <li>• patterns</li> <li>• perspectives</li> <li>• relationships</li> <li>• judgments</li> </ul> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• reading – making meaning</li> <li>• communication</li> <li>• critical thinking</li> <li>• problem solving</li> <li>• analysis and interpretation</li> <li>• inquiry and research</li> <li>• evaluating, taking, and defending positions</li> <li>• evaluating alternative views</li> <li>• innovation and creativity</li> </ul> <p><b>Democratic Values</b></p> <ul style="list-style-type: none"> <li>• ideals of democracy</li> <li>• rights and responsibilities</li> <li>• self governance</li> <li>• respect for individual worth</li> <li>• respect for human dignity</li> </ul> <p><b>Citizen Participation</b></p> <ul style="list-style-type: none"> <li>• public discourse</li> <li>• active participation in civic life</li> <li>• interacting, monitoring, influencing</li> <li>• upholding rule of law</li> <li>• promoting democracy</li> <li>• service learning</li> <li>• transformational citizenship</li> </ul> <p><b>Leadership Skills</b></p> <ul style="list-style-type: none"> <li>• personal and social responsibility/accountability</li> <li>• historic, geographic, civic, economic, and media literacy</li> <li>• personal productivity</li> <li>• collaboration skills</li> <li>• ethical behavior</li> <li>• global awareness</li> </ul>
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### Cross-Content Expectations

- ELA Strand 1 – Writing, Speaking, Visually Representing
- ELA Strand 2 – Reading, Listening, Viewing
- Mathematics Strand 1 – Quantitative Literacy and Logic
- Science – Inquiry and Reflection
- Social Studies – Knowledge, Processes, and Skills
- ACT College Readiness Standards

English Language Arts  
Content Expectations

Mathematics  
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Science  
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Social Studies  
Content Expectations