

Pittsford Schools

Curriculum Mission

The mission of our curriculum is to engage all learners in authentic, rigorous learning experiences so that upon graduation students will be able to independently use their learning to achieve their goals and become contributing members of a global society.



The graphic features a dark blue oval with a horizontal grey bar passing through its center. The text 'Pittsford Schools' is written in white serif font at the top of the oval, underlined. Below it, 'District Curriculum' and 'Mission Statement' are written in a bold, yellow sans-serif font.

Pittsford Schools

District Curriculum Mission Statement

The mission of our curriculum is to engage all learners in authentic, rigorous learning experiences so that upon graduation students will be able to independently use their learning to achieve their goals and become contributing members of a global society.

OVERARCHING TRANSFER GOALS

As a result of participating in the PCSD instructional program, students will be able to independently ...

- solve personally relevant as well as globally meaningful problems by identifying, exploring, and evaluating processes and solutions while considering diverse perspectives;
- think creatively, construct knowledge, and develop innovative ideas, processes, and products;
- select appropriate tools to find, navigate, and evaluate information to make informed decisions;
- communicate and collaborate effectively with diverse audiences using a variety of techniques, literacies, and languages;
- assume responsibility to continuously learn, reflect, and adapt to change;
- act respectfully, responsibly, and ethically in all contexts.

Curriculum Standards Area Mission Statement

Art

MISSION STATEMENT

The mission of art education in the Pittsford Central School District is to prepare students to be visually literate, foster an appreciation for the arts, express or communicate original ideas, and understand the interdisciplinary and cultural connections to the world in which they live.

TRANSFER GOALS

As a result of participating in the PCSD Art program, students will be able to independently ...

- develop independent and critical thinking skills;
- demonstrate willingness to experiment, innovate and take risks to pursue the process of art making or designing;
- respond and reflect upon the artistic expression of others through global understanding, critical stance, personal connection and interpretation;
- engage in the artistic process through the use of appropriate materials to independently create artwork;
- collaborate ethically to create and share artwork/ideas with others;
- exchange and develop new ideas that connect people.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Creating: *Conceiving and developing new artistic ideas and work.*

Creativity and innovative thinking are essential life skills that can be developed. People create and interact with objects, places, and design that define, shape, enhance, and empower their lives by following or breaking with traditions in pursuit of creative art making goals.

- Why do we create art and express ourselves through art?
- How do our experiences affect the way in which we create meaning?

Presenting: *Interpreting and sharing artistic work. Realizing and presenting artistic ideas and work.*

Artists, curators and others consider a variety of factors and methods including the selection of work, technologies when preparing and refining artwork for display and preservation.

- What makes art meaningful?
- How do people share art?

Responding: *Understanding and evaluating how the arts convey meaning.*

Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the visual arts.

- How do we talk about art?
- What does art mean to me?
- What is art?
- Why is art worth studying?

Connecting: *Relating artistic ideas and work with personal meaning and external context.*

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

- How does art communicate?
- Why is it important to look at art from different time periods, places and cultures?

Curriculum Standards Area Mission Statement

Business

MISSION STATEMENT

The Business Department will assist in the development of gainfully employed citizens who utilize **Next Generation Skills** and incorporate business practices and technologies to ensure college and career readiness. Business students will actively contribute to their own learning and success.

TRANSFER GOALS

As a result of participating in the PCSD Business program, students will be able to independently ...

- interpret and apply business processes to become fiscally and socially responsible citizens;
- make ethical decisions for school, career, and life;
- analyze and evaluate personal and professional situations and apply the appropriate technologies to creatively solve authentic problems;
- critically analyze and reflect upon the changing world of work and career options to relate individual skills, abilities and aptitudes to future career decisions;
- demonstrate how **Next Generation Skills** apply to success in the workplace and other settings.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Career Development: *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.*

The quality of a career decision is only as good as one's self-reflection and analysis of current and future opportunities.

- How can I best prepare for my future?
- What steps should be taken to effectively lay the foundations for a career choice?
- Am I preparing myself for a career that is in demand now or in the future?

Integrated Learning: *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*

The synthesis and application of business content knowledge and skills contributes to one's development as a productive member of society.

- How do different areas of business relate to each other?
- What business knowledge and skills are needed to prepare for a career now or in the future?

Universal Foundation Skills: *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. The ability to analyze and convey information to solve complicated problems in new and/or unique situations is essential for success in a global environment.*

Solving complex, unique problems through analysis, collaboration, creativity and innovation is essential for success in a global business environment.

- What are the critical skills needed for success in the 21st century?
- In today's competitive job environment, what can I do to increase my appeal to businesses?

Being Business literate allows for a successful next generation citizen.

- What are strategies for managing conflict within a work team?
- How does the ability to work with diverse people and in diverse settings affect work and productivity?
- Why is financial planning important for the future?
- How does the presentation of information impact the audiences' understanding?

Doing good is good business.

- Are both good business practices and ethical behavior essential to succeed in business?
What responsibility does business have to the community in which it is located, and the world?
Should ethics impact business decisions?
- Why do I need to be accountable?
- How do family, school, community and workplace influence an individual's character and ethics?

Selecting and utilizing the correct technology leads to an increased chance of success in the world of work.

- How does one manage information and utilize technology effectively?
- In the age of information, how can data be best stored, retrieved, and organized for reporting and analysis, in order to improve business operations?
How can I effectively use the Internet to gather a variety of research from valid/reliable sources?
- How can the use of electronic resources increase productivity and efficiency in school and the workplace?

Curriculum Standards Area Mission Statement

Counseling

MISSION STATEMENT

The PCSD counseling department empowers students to independently do their best work and be their best selves. Students will develop the character and skills necessary to participate ethically and productively in a global society.

TRANSFER GOALS

As a result of participating in the PCSD Counseling program, students will be able to independently ...

- understand and reflect upon personal strengths, skills, and actions to guide life decisions; and flexibly adapt to change;
- act respectfully, responsibly, and ethically in all contexts;
- apply perspective taking and interpersonal skills to establish and maintain positive relationships;
- utilize a variety of resources to set and reflect upon personal, academic, and career goals;
- problem-solve and resolve conflict using creative and innovative thinking skills;
- apply perseverance, positive attitude, strong work ethic, and self-discipline to productively participate in all settings.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Academic Development

I am responsible for my own learning.

Attitude is as important to learning as aptitude.

Learning never stops.

- How does attitude impact learning?
- How does academic performance impact my future?
- What is a lifelong learner?
- What does being responsible for my own learning mean?

Career Development

Self-reflection and analysis of current and future opportunities is essential to decisions about one's future.

- Who am I and what am I capable of doing?
- How can I best prepare for my future?

Personal Social Development

Change is part of growth.

Choices we make as individuals affect self, family, community and the world.

Self-knowledge and interpersonal skills impact relationships.

The ability to cope and adapt are key to quality of life.

- Who do I want to be?
- How do the choices I make impact the quality of my life?
- What makes me happy?
- What do I value?
- What helps me during difficult times?

Curriculum Standards Area Mission Statement

English Language Arts

ELA MISSION STATEMENT

The study of English Language Arts in the Pittsford Central School District cultivates literate citizens who think critically, write clearly, communicate effectively, and read with understanding and appreciation.

TRANSFER GOALS

As a result of participating in the PCSD English Language Arts program, through reading, writing, speaking, and listening, graduates will effectively and independently ...

- comprehend a range of texts and media;
- communicate ideas while responding to varying demands;
- generate questions and seek answers through critical analysis of text and media;
- seek understanding of themselves and others;
- embrace lifelong learning and reading for enjoyment;
- develop a critical eye and appreciation for the written word.

ENDURING UNDERSTANDINGS

- Reading is an active process.
- Reading helps us understand ourselves and the world.
- Texts have layers of meaning.
- Skills in foundational reading and knowledge of language lead to understanding.
- A writer makes deliberate choices.
- Technology is a tool for communication and collaboration.
- Credibility depends on appropriate evidence and valid reasoning.
- Writing and research are recursive processes.
- There are established expectations for communication.
- Communication is an art.
- A strong vocabulary empowers communicators.

ESSENTIAL QUESTIONS

- What makes good writing?
- How is truth revealed?
- How can I get other people to understand my ideas?
- How do I know what to believe?
- What makes a good reader?
- What options do I have when I communicate and create?
- How does reading influence my life?
- How do I improve what I have created?
- When and why should I use technology?
- How does research both uncover answers and create more questions?
- Can two people ever experience the same book in the same way?
- What do speakers and listeners require of each other?
- When and why do we follow established expectations for communication?
- Why do we need so many words in our language? How do we choose the right word?
- Is everything an argument?

English as a New Language (ENL)

MISSION STATEMENT

The mission of the English as a New Language Department in PSCD is to equip English Language Learners with the linguistic, interpersonal, and academic skills necessary for effective communication. By acknowledging their full linguistic and cultural repertoire, students will be empowered as active members of our learning community and international societies.

TRANSFER GOALS

As a result of participating in the PCSD English as a New Language program, students will be able to independently...

- speak, listen, read, and write effectively in English;
- recognize and pursue their personal goals and aspirations;
- advocate for themselves;
- comfortably use, take risks with, and appreciate the English language;
- comprehend and communicate about cultural values to understand world views.

FACS and Health Education

MISSION STATEMENT

The mission of Family & Consumer Science and Health Education in PSCD is for all students to acquire the skills and knowledge necessary to independently make healthy and responsible choices regarding their personal wellness throughout their lifetime. Wellness encompasses physical, social, emotional, spiritual, occupational, economic, mental, and behavioral areas of a person's life.

TRANSFER GOALS

As a result of participating in the PCSD program, students will be able to independently...

- access, evaluate, and reflect on the personal use of valid health information;
- apply critical thinking and decision making skills to enhance personal wellness;
- effectively communicate with others to enhance and advocate for their personal wellness;
- generate safe and healthy solutions when confronted with life's problems and/or challenges;
- recognize, manage, and take responsibility for their emotions and behaviors.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Personal Health and Fitness: Knowledge and skills are necessary to establish and maintain physical fitness, participate in physical activity, and maintain personal fitness.

- Individuals grow and change throughout their lifetime.

There are relationships between behaviors, choices, and health:

- What factors influence health?
- Why is it important to lead a healthy lifestyle?
- How do I know if I'm healthy?
- How can decisions impact my well-being?
- How do our health habits influence our present and future?
- How do people grow and change?

A Safe and Healthy Environment: Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

- A safe and healthy environment is dependent upon responsible and respectful attitudes and behaviors.
- Care of others must be balanced with care of self.

A safe and healthy environment promotes care and respect for self and others.

- How do my beliefs influence my ability to keep myself and others safe and healthy?
- What is my role in keeping myself and others safe and healthy?
- How do I balance care of self and care of others?
- How do I recognize a safe and healthy environment?

Resource Management: Understand and be able to manage their personal and community resources

Influences that affect decisions about health are complex:

- What resources are available to keep me healthy?
- How do I distinguish between valid and invalid health information, products and services?
- What influences our decisions about health?

Instructional Challenge

MISSION STATEMENT

The mission of Instructional Challenge in Pittsford Central School District is to provide regular opportunities for gifted and high performing students to work with like ability peers to grow cognitively and affectively so that they will develop their abilities and talents.

TRANSFER GOALS

As a result of participating in the PCSD Instructional Challenge program, students will be able to independently ...

- demonstrate self-understanding with respect to their interests, strengths and needs;
- develop identities supportive of achievement;
- effectively interact with individuals of various gifts, talents, abilities and strengths;
- think critically and creatively to pose questions and solve meaningful problems;
- develop knowledge and skills for being productive in a multicultural, diverse and global society.

Curriculum Standards Area Mission Statement

Library

MISSION STATEMENT

The mission of the Pittsford Central School District Library instructional program is to engage students in learning experiences that will enable them to become inquisitive, self-directed learners who effectively and ethically seek out and use relevant resources, read widely and purposefully, and think both critically and creatively while remaining receptive to new ideas and diverse perspectives.

TRANSFER GOALS

As a result of participating in the PCSD Library program, students will be able to independently...

- access relevant and accurate information from varied sources to answer questions, make decisions, and solve problems;
- seek out diverse perspectives, and thoughtfully consider varied opinions and new ideas;
- contribute meaningfully to the creation and exchange of information and ideas;
- use information and ideas ethically, legally, and responsibly;
- read for understanding, pleasure, and personal enrichment;
- continue learning throughout life; and
- use and support libraries to achieve personal, professional, and community enrichment.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Inquiry-based Research

Research is a systematic, inquiry-based process for building knowledge.

- Can all questions be answered?
- How do I know what is true?

Researchers can enhance their understanding of a subject by considering diverse perspectives.

- How does our thinking evolve?

Researchers contribute to the exchange of information and ideas and to the growth of knowledge.

- How do people learn from one another?
- How does the truth evolve?

Literature

Reading helps us understand the human experience.

- Can reading change us?
- How can reading help us better understand ourselves and others?
- What truths can we learn from fiction?
- How do culture and literature shape each other?

Reading provides a context for new learning.

- How do we draw meaning from what we read?
- How can reading foster creative thinking?
- What are the benefits of reading widely?

We read for information, pleasure, and personal enrichment.

- How does my purpose for reading change the way I read?

Information Ethics

There are rights and responsibilities associated with the use of information and created works.

- How do we use information and created works ethically?
- Why should intellectual property rights be protected?

Copyright law balances the rights of creators with the needs of users.

- Why should created works belong to their creators?
- How does society benefit from the sharing of information and ideas?

A responsible digital citizen engages in safe and respectful behavior in all electronic communications.

- What is digital citizenship?

Libraries

Libraries provide access to information and ideas and preserve the recorded knowledge of mankind.

- What is a library?

Libraries are essential to the proper functioning of a democratic society.

- Why and how do libraries change over time?

Library resources are shared by a community of users.

- Should information be free?

Libraries organize materials to facilitate access to information.

- What factors affect access to information?

Libraries are a valuable resource for lifelong learning.

- How do libraries reflect and serve their communities?

Curriculum Standards Area Mission Statement

Mathematics

MISSION STATEMENT

The mission of Mathematics education in Pittsford Central School District is to develop mathematically literate students who have conceptual understanding and procedural fluency that promote their ability to:

- Problem solve.
- Communicate the process of thinking and reasoning mathematically.
- Make ethical, well informed decisions based on their mathematical insight.

TRANSFER GOALS

As a result of participating in the PCSD Mathematics program, students will be able to independently ...

- take risks and persevere in solving problems using strategic thinking and communicate solutions with appropriate precision and efficiency;
- use mathematical reasoning to construct viable arguments, evaluate multiple representations, reflect on the process, and critique the reasoning of others;
- employ appropriate tools and a variety of mathematical strategies to analyze and model relationships in order to make decisions, draw conclusions, learn from mistakes, and anticipate future challenges.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Mathematics is a universal, symbolic language.

- How is mathematics used to communicate?

Order and structure in the world can be understood using mathematics.

- How does mathematics help us make sense of the world?

Measurement and attributes of shape and space help us to analyze the world around us.

- How does mathematics help us make sense of the world?

Patterns are used to understand relationships, predict, and make reasonable estimates.

- How is the process of solving a problem as important as the answer?

Curriculum Standards Area Mission Statement

Music

MISSION STATEMENT

The Music Department develops students who are confident performers, imaginative and critical thinkers, capable of interpreting and communicating the aesthetic qualities of music, and are knowledgeable patrons of music. Students become empowered to bring the intrinsic values of music into their adult lives.

TRANSFER GOALS

As a result of participating in the PCSD Music program, students will be able to independently ...

- critically evaluate music heard in live or recorded performances;
- respond to and communicate effectively about the aesthetic qualities of music;
- evaluate and reflect on the role of music in society and a changing world;
- perform as individuals or in a group, playing a role through continued practice in the overall performance's success;
- create and perform music within various contexts that are meaningful and relevant.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Creating: *Conceiving and developing new artistic ideas and work.*

Musical ideas are generated through a combination of imagination, planning, evaluation, and revision.

Planned and/or improvised works are influenced by musicians' feelings, expertise, and experience.

- Why and how do people create music?
- How do our experiences affect the way in which we create music?
- How do musicians improve the quality of their creative work?
- How does feedback affect the creative process?
- How does audience and purpose affect the way music is created?

Performing: Realizing artistic ideas and work through interpretation and presentation.

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through persistence and openness to new ideas.

Musicians perform (individually or in collaboration) with expression, appropriate interpretation and technical accuracy, in a manner appropriate to the audience and context.

Individuals' selection of music is influenced by their interests, experiences, understandings, and its purpose.

- What is performance?
- When is a performance ready to present?
- What makes a significant and meaningful performance?
- Does a performance have to be public to be meaningful?
- How do musicians select repertoire?
- How is making music in a group different than making music by oneself?

Responding: Understanding and evaluating how the arts convey meaning.

The personal evaluation of musical works and performances is informed by analysis, interpretation, and specified criteria.

Musicians respond to the elements and structures of music in order to interpret the composers' expressive intent.

- How does music elicit feelings or emotions?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern musical creators' and performers' expressive intent?
- Why is some music timeless?

Connecting: Relating artistic ideas and work with personal meaning and external context.

Musicians recognize the global impact of music by exploring reciprocal relationships between music and culture.

Musicians identify the relationship between music and other art forms.

Musicians connect their personal interests, experiences, ideas, and knowledge to both understanding music and the music making process.

- How does music express ideas, feelings, and experiences?
- How does music reflect as well as shape history, culture, and society?
- How does music connect people?
- What are some ways we can keep music alive throughout our lives?

Physical Education

MISSION STATEMENT

The mission of the physical education curriculum is to engage students in authentic learning experiences that develop the physical, social, emotional and cognitive skills necessary for all students to be healthy and active for their lifetime.

We believe a comprehensive K-12 curriculum offers....

- developmentally appropriate tools necessary to help students set and achieve their individual fitness goals;
- rigorous authentic experiences and is responsive to all learners regardless of ability;
- next generation learning skills that fosters positive character development.

TRANSFER GOALS

As a result of participating in the PCSD Physical Education program, students will be able to independently ...

- participate regularly in a variety of physical activities as a valuable lifelong skill to promote wellness and health;
- create and evaluate the effectiveness of a personal fitness plan over time and make necessary adjustments as needed;
- demonstrate creative problem solving, communication, responsible risk taking, perseverance, ethical decision making, sportsmanship, empathy and leadership in a real-world setting;
- contribute to group problem solving and creative endeavors that develop social expression, and enjoyment;
- apply knowledge and demonstrate competency in a variety of physical activities.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Standard One

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

EU: Repetition of efficient and effective movements improve performance.

EQ: What is effective movement? How does repetition affect performance? Can you improve without practice?

EU: Having competency in motor skills promote current and future wellness.

EQ: How does having competency (mastery) in motor skills promote current and future wellness? Can you know something and not be able to do (perform) it? How do I perform my best? Why is it important to improve? Why do I have to be able to understand the concepts of the movement if I can already perform the movement?

Standard Two

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

EU: Applying cognitive knowledge with motor skills impacts performance in games and activities.

EQ's: What are cognitive skills? What cognitive skills do I need in games and activities? What do you need to successfully participate in a variety of physical activities? How do strategies/tactics impact games and activities? Why do we have rules? How can I influence the outcome of games and activities? How do you use space to alter game play? How do rules affect your game play? How does knowledge affect performance?

Standard Three

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

EU: Developing, implementing and evaluating a personal fitness program that utilizes appropriate training principles and techniques is necessary for lifetime fitness.

EQ: What is an effective program? Do age appropriate principles/techniques change over time? Can fitness be unhealthy? Can you be well without being healthy (vice versa)? Why lead a healthy lifestyle? How can decisions impact my well-being? How does physical activity influence health? How do you realize age appropriate fitness? How do you find the motivation to commit to a personal fitness program?

Standard Four

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

EU: Demonstrating responsible personal social behavior enhances physical activity and competition.

EQ: What are the characteristics of fair play? What roles does cooperation play in physical activity/sports? How does PE enhance social, mental, emotional, and personal well-being? What makes a good team player? Why do I have to show good sportsmanship and follow the rules when others do not? Do “grey areas” exist within the rules of games and activities? Is bending the rules as long as you don’t break them okay? Does how I play games affect relationships with others (teammates and opposing teams)?

Standard Five

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

EU: Recognizing the value of integrating physical activity into your lifestyle results in positive outcomes.

EQ: What makes physical activity meaningful? What are the positive results of participation in physical activity? How do I value physical activity? What constitutes physical activity? What criteria do you use to select a good physical activity? What is active participation? Why is active participation beneficial?

Reading

MISSION STATEMENT

In order to be contributing members of society and to reach their goals in life, students need to be literate. The Reading Department's mission is to develop students who can effectively use multiple strategies to comprehend a variety of texts, synthesize knowledge, and communicate meaning.

TRANSFER GOALS

As a result of participating in the PCSD Reading program, students will be able to independently...

- construct meaning from text;
- engage in reflective analysis of the efficacy of their approach to literacy tasks and adjust that approach as needed;
- effectively discuss and write about their reading and thinking.

Curriculum Standards Area Mission Statement

Science

MISSION STATEMENT

The mission of Science education in Pittsford Central School District is to develop students who:

- View the world through the lens of a curious and scientifically literate mind.
- Critically evaluate scientific information related to their everyday lives.
- Engage in discussion on science-related issues.
- Acquire and apply scientific knowledge to unique situations.

TRANSFER GOALS

As a result of participating in the PCSD Science program, students will be able to independently ...

- generate open ended questions and seek answers;
- design and carry out a systematic investigation to explain phenomena and/or answer a question;
- construct, communicate and defend logical explanations about science related issues;
- use scientific knowledge and understanding to inform ethical decisions.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Patterns are used to understand relationships and make predictions.

- How are patterns identified?
- How are patterns embedded in everyday life?
- How does making inferences and generalizations effect how we construct understanding?

Systems interact and influence each other.

- What constitutes a system?
- How do systems in the natural and designed world have parts that work together?
- How do energy and matter flow through systems?
- How are structure and function related?
- How do humans impact systems?
- How does stability and change impact systems?

Scientific and engineering practices lead to new ideas, questions, theories, and laws.

- How does science work?
- How can the validity of a claim be evaluated?
- What factors can influence and change scientific thinking?
- How do developments in science and technology affect our lives?
- How are tools and models chosen to appropriately investigate science?

Curriculum Standards Area Mission Statement

Social Studies

MISSION STATEMENT

The mission of social studies education in Pittsford Central School District is to develop responsible and productive citizens who will:

- Strive for understanding of political, social and economic issues.
- Make informed and reasoned decisions for the public good.
- Participate as members of a culturally diverse society in an interdependent world.

TRANSFER GOALS

As a result of participating in the PCSD Social Studies program, students will be able to independently ...

- participate actively and effectively as an informed citizen of a democracy;
- apply lessons of the past in order to anticipate and prepare for the future;
- investigate and evaluate historical and contemporary claims/decisions/issues;
- respect diverse cultures and honor equality and human dignity;
- analyze the complex interactions between humans and the environment; and
- solve complex problems related to the allocation of resources.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Participate actively and effectively as informed citizens. (CIVICS, CIT, GOV)

Citizens influence society.

- Can an individual make a difference?

Apply lessons of the past in order to anticipate and prepare for the future. (HIST)

The past has the potential to influence the future.

- Does the past predict the future?

Investigate and evaluate historical and contemporary claims/decisions/issues. (HIST)

Events and issues can be examined from multiple points of view.

- Is one's perspective always right?

Analyze the complex interactions between humans and the natural environment. (GEO)

Dynamic relationships exist between natural and human systems.

- How does where one lives affect how one lives?

Solve complex problems related to the allocation of resources. (ECON)

Allocation of scarce resources impacts the well-being of individuals and groups.

- Can an individual get everything they need and want?

Special Education

MISSION STATEMENT

The mission of the Special Education Department is to support diverse learners and to foster an inclusive culture within our schools and community. Through a network of supports, students with disabilities are empowered to identify, pursue, and fulfill their personal aspirations as they participate in our global society.

TRANSFER GOALS

As a result of participating in the PCSD Special Education program, the students will, with increasing independence, be able to ...

- recognize and embrace their own personal assets and challenges;
- communicate effectively;
- navigate the complexities of social interactions;
- identify and access resources and supports in the community;
- persevere through obstacles in order to achieve goals;
- generate and implement multiple solutions to life's challenges;
- apply learned strategies, academic knowledge and skills across multiple settings.

Technology Education

MISSION STATEMENT

The mission of Technology Education is to develop motivated, ethical students who autonomously apply interdisciplinary skills and knowledge to embrace the challenges of an ever changing global community.

TRANSFER GOALS

As a result of participating in the PCSD Technology Education program, students will be able to independently ...

- act and work, in an ethical, responsible and safe manner;
- critically identify and analyze a situation;
- apply the engineering design process to solve a problem and evaluate a solution;
- monitor, evaluate and adjust a process taken to reach optimal outcomes;
- determine an effective process to safely complete a task with craftsmanship, using appropriate resources;
- organize, communicate and collaborate effectively with others to identify, develop and evaluate solutions to problems or tasks;
- effectively and efficiently make use of time and materials to complete a given task;
- apply self-reflective skills for continuous improvement.

Curriculum Standards Area Mission Statement

World Languages

The study of languages and cultures gives one a powerful key to gain entry into the global community.

MISSION STATEMENT

The mission of the Pittsford Central School District World Languages Program is to develop the global citizen who is linguistically and culturally equipped to communicate and participate successfully in a pluralistic American society and abroad.

TRANSFER GOALS

As a result of participating in the PCSD World Languages program, students will be able to independently ...

- effectively comprehend, communicate and interact with diverse audiences for various purposes while displaying appropriate cultural understanding;
- exercise intercultural awareness to understand and appreciate multiple world views;
- apply the habit of linguistic comparison in order to improve accuracy in comprehension, communication, and interaction in English and other languages.

ENDURING UNDERSTANDINGS & ESSENTIAL QUESTIONS

Communication: *Language is the heart of all human interaction.*

Successful communication requires knowing the appropriate ways of exchanging information and ideas with various audiences.

Effective communication skills are developed by using interpersonal, interpretative and presentational modes of communication.

Language learning involves perseverance, taking risks and learning from one's mistakes.

- How do I develop communicative competence
- How do I know that I am getting better in using language in real-world situations?
- How do people communicate without verbal language?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How do I overcome barriers in communication?

Culture: *Culture and language are inseparable; they influence and reflect each other.*

A people's language, perspective and practices are windows to their culture.

Language and culture evolve.

The viewpoint of another culture is influenced by one's own native culture.

Each culture has unique characteristics and values.

Culture has a strong influence on language.

- What is culture?
- What is the connection between a people's perspective, practices, products and their language?
- How do people, time and place affect language and culture?
- What can I learn about my own language and culture from the study of others?

Connections: *Studying a World Language reinforces, enriches and expands knowledge learned elsewhere and gives diverse perspectives.*

Strategies used to acquire a language are transferable to other areas of learning throughout life.

- What are the strategies that individuals develop when learning a world language?
- How do these strategies help them learn in other content areas?

Comparisons: *Comparing one's own language with other languages and cultures enables individuals to gain insight about self and the world.*

Through another language individuals can better understand how both the native and other languages work.

By studying cultures, individuals can better understand and appreciate their native culture and those of others.

- Why do they say or write it that way? Why can't they say it in English?
- What can I learn about my own language and culture from the study of others?
- How are people more alike or different?

Communities: *The study of World Languages enables individuals to participate in and be an active member of the global community.*

An individual's opportunities are expanded by language acquisition.

Language is a tool to connect with the world.

- In what ways does the study of a World Language open doors for individuals?
- What difference does the study of a World Language make in an individual's life?
- What does it take to become a global citizen?