



9-12 Live, Learn, Lead Elite

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STCHARLESR6

Grades 9-12 Live, Learn, Lead Elite Curriculum Committee

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9-12 Live, Learn, Lead Elite Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Live, Learn, Lead Elite Philosophy

The philosophy of Live, Learn, Lead Elite is to provide students with a strong understanding of the fundamental concepts of being a well-rounded and positive individual. Through a variety of experiences and observations, students have the opportunity to see the challenges of life through different social lenses. This course offers students an environment to openly discuss and provide positive solutions for real-time issues in their lives, and the lives of their peers.

Program Goals

At the conclusion of this course, students will be able to:

- Identify problems and define their scope and elements
- Recognize and practice honesty and integrity in academic work and in the workplace
- Develop, monitor and revise plans of action to meet deadlines and accomplish goals
- Identify and apply practices that preserve and enhance the safety and health of self and others
- Exchange information, questions and ideas while recognizing the perspectives of others
- Analyze the duties and responsibilities of individuals in societies
- Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

Live, Learn, & Lead Elite Essential Learning Outcomes

Live, Learn, & Lead Elite is a class designed to give students tools to become happy and successful in all aspects and stages of life. Our focus is on building young adults who embody strong character, helping them realize the relevance of living a life of character, and the importance of living as a person of integrity.

Units

- 1) Be Proactive (focus on what you can control)
 - Effort/Work Ethic
 - Attitude
 - Ambition
 - Grit
 - Perseverance/Overcoming Adversity
- 2) Begin with the End in Mind (make sure your choices are in line with your goals)
 - Reliability
 - Respect
 - Honesty
 - Trustworthiness
 - Integrity
- 3) Put First Things First (make sure your top priorities get your first and best)
 - Responsibility
 - Self Reflection
- 4) Think Win-Win (be the type of person that lifts others up)
 - Self Confidence
 - Leadership
- 5) Seek First to Understand Then to be Understood (listen first and more often)
 - Empathy
 - Kindness
 - Politeness
 - Humility
- 6) Synergize (the team is greater than its individual parts)
 - Teamwork
 - Leadership
- 7) Sharpen the Saw (take time to take care of yourself, mentally and physically)
 - Self Reflection
 - Self Respect

Live, Learn, & Lead Elite
Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	Course Description
Live, Learn, & Lead Elite is a class designed to give students tools to become happy and successful in all aspects and stages of life. Our focus is on building young adults who embody strong character, helping them realize the relevance of living a life of character, and the importance of living as a person of integrity.	Students will learn and discuss the character traits it takes to become happy and successful in school, and in life. They will learn how hard work, focus and discipline will help them achieve their goals, and how staying strong to overcome adversity makes them stronger in everything they do.
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i> <i>Students will be able to:</i> <i>-focus on what you can control</i> <i>-make sure your choices are in line with your goals</i> <i>-make sure your top priorities get your first and best</i> <i>-be the type of person that lifts others up</i> <i>-listen first and more often</i> <i>-understand that the team is greater than it's individual parts</i> <i>-take time to take care of yourself, mentally and physically</i>	

Priority Missouri Learning Standards/National Standards
1)Goal 3-1. identify problems and define their scope and elements 2)Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace 3)Goal 4-5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 4)Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others 5)Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others 6)Goal 4-3. analyze the duties and responsibilities of individuals in societies 7)Health/PE 2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

Unit 1: Be Proactive

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 3-1. identify problems and define their scope and elements</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand that some situations in life are within their control, and some are not. It is much more efficient and effective to focus time and energy on the things they can control.</i>	<i>Why is it important to focus time and energy on challenges you can control?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to differentiate between challenges that they can control and those that they cannot.</i> <i>-be able to explain the reasoning for focusing on what they can control.</i> <i>-be able to apply strategies to focus their time and energy on what they can control.</i>		
Unit Duration:		
Week 1-2		

Unit 3: Put First Things First
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 4-4. recognize and practice honesty and integrity in academic work and in the workplace</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand the importance of aligning their everyday choices and actions with who they want to become.</i>	<i>What are some non negotiables that you should let in order to reach your long and short term goals?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to explain how everyday choices could either help or hinder their path to success.</i> <i>-be able to create a plan to avoid distractions and overcome challenges that might arise in order to reach their goals.</i>		
Unit Duration:		
Week 3-4		

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 4-5. develop, monitor and revise plans of action to meet deadlines and accomplish goals</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand the purpose of defining priorities and organizing their time to align with those priorities.</i>	<i>In what ways is completing tasks in a prioritized order beneficial?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to prioritize their responsibilities and activities logically.</i> <i>-be able to explain and support the reasoning for their prioritized list of tasks.</i>		
Unit Duration:		
Week 5-6		

Unit 4: Think Win-Win

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 4-7. identify and apply practices that preserve and enhance the safety and health of self and others</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand that how to foster genuine confidence in themselves and others.</i>	<i>How is overcoming challenges beneficial to self confidence?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to build confidence in themselves and others.</i> <i>-be able to explain characteristics of great leaders.</i> <i>-be able to redefine success in order to achieve success in all they do.</i>		
Unit Duration:		
Week 7-8		

Unit 5: Seek First to Understand Then to Be Understood

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 2-3. exchange information, questions and ideas while recognizing the perspectives of others</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will be able to listen to and respect others while maintaining their own beliefs and integrity.</i>	<i>How is listening helpful in maintaining healthy relationships?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to have respectful conversations.</i> <i>-be able to listen and empathize with others.</i> <i>-be able to stand up for themselves and also take responsibility for their words and actions.</i>		
Unit Duration:		
Week 9-10		

Unit 6: Synergize

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Goal 4-3. analyze the duties and responsibilities of individuals in societies</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand that working together with others toward a common goal will almost always produce better results than working alone.</i>	<i>How is teamwork often more efficient and effective than working alone?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to explain the benefits of working within a team.</i> <i>-be able to use leadership skills to respectfully and effectively guide a team toward a common goal.</i>		
Unit Duration:		
Week 11-12		

Unit 7: Sharpen the Saw
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
<i>Health/PE 2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</i>	<i>Students will be able to independently use their learning to reach their goals and potential. They will have the tools to live their best quality of life and positively affect the lives of generations that will follow them. Individuals who learn the importance of and how to live with integrity will find success in all that they do. Those who can see challenge as opportunity to grow stronger will be able to overcome any challenge they face. People who seek to understand others will form successful relationships and contribute positivity to the world.</i>	
	Enduring Understandings	Essential Questions
	<i>Students will understand the importance of taking care of mental and physical health as part of a successful life.</i>	<i>What activities help you feel refreshed, renewed and increase your energy levels?</i>
Learning Targets		
<i>Students will...</i> <i>-be able to explain the benefits of a healthy diet.</i> <i>-be able to develop a list of activities that support positive mental and physical health.</i> <i>-be able to unplug from technology and understand the benefits of spending time in nature.</i>		
Unit Duration:		
Week 13-14		

Strand: Be Proactive			
Topic/Objective: Students will understand that some situations in life are within their control, and some are not. It is much more efficient and effective to focus time and energy on the things they can control.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -be able to differentiate between challenges that they can control and those that they cannot. -be able to explain the reasoning for focusing on what they can control. -be able to apply strategies to focus their time and energy on what they can control. .	• Class discussions • Character notebook
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -will be able to explain reasoning for focusing on what they have control up However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Begin with the End in Mind			
Topic/Objective: <i>Students will understand the importance of aligning their everyday choices and actions with who they want to become.</i>			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -explain how everyday choices could either help or hinder their path to success. -create a plan to avoid distractions and overcome challenges that might arise in order to reach their goals.	• Class discussions • Character notebook • Role playing exercises
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -explain how everyday choices could either help or hinder their path to success. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Put First Things First			
Topic/Objective: Students will understand the purpose of defining priorities and organizing their time to align with those priorities.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -prioritize their responsibilities and activities logically. -explain and support the reasoning for their prioritized list of tasks.	• Class discussions • Character notebook • Prioritized time utilization schedule
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -prioritize their responsibilities and activities logically. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Think Win-Win			
Topic/Objective: Students will understand that how to foster genuine confidence in themselves and others.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -build confidence in themselves and others. -explain characteristics of great leaders. -redefine success in order to achieve success in all they do.	• Class discussions • Character notebook • Leadership action plan • Confidence builders list
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -explain characteristics of great leaders. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	•
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Seek First to Understand Then to Be Understood			
Topic/Objective: Students will be able to listen to and respect others while maintaining their own beliefs and integrity.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -have respectful conversations. -listen and empathise with others. -stand up for themselves and also take responsibility for their words and actions.	• Class discussions • Character notebook • Role playing exercises
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -have respectful conversations. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook • Role playing exercises
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	•
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Synergize			
Topic/Objective: Students will understand that working together with others will toward a common goal will almost always produce better results than working alone.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -explain the benefits of working within a team. -leadership skills to respectfully and effectively guide a team toward a common goal.	• Class discussions • Character notebook
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -explain the benefits of working within a team. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	•
Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Sharpen the Saw			
Topic/Objective: Students will understand the importance of taking care of mental and physical health as part of a successful life.			
Level: Live, Learn, & Lead Elite			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	•
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		The student will be able to: -explain the benefits of a healthy diet. -develop a list of activities that support positive mental and physical health. -unplug from technology and understand the benefits of spending time in nature.	• Class discussions • Character notebook • Class hike
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		There are no major errors or omissions regarding the simpler details and processes as the student: -explain the benefits of a healthy diet. -develop a list of activities that support positive mental and physical health. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	• Class discussions • Character notebook
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	•
Score 0.0		Even with help, no understanding or skill demonstrated.	

APPENDIX

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which "knowledge" grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth's biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

TURN OVER

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that "knowing" and "doing" are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one's knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 "performance" standards, listed under four broad goals. On the reverse side are 40 "knowledge" standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one's own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER