4TH GRADE SSS BENCHMARK CODES FOR READ./LANG ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVINGPROGRAM

Standard 6: Vocabulary Development-Student uses multiple strategies to develop grade appropriate vocabulary.

LA.4.1.6.1; LA.1.6.2; LA.1.6.3; LA.1.6.4; LA.1.6.5; LA.1.6.6; LA.1.6.7; LA.1.6.8; LA.1.6.9

Standard 7: Reading Comprehension-

The student will use a variety of strategies to comprehend grade level texts.

LA.4.1.7.1; LA.4.1.7.2; LA.4.1.7.3; LA.4.1.7.4; LA.4.1.7.5

Literary Analysis Body of Knowledge

Standard 1: Fiction – Identify, analyze, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.4.2.1.5, LA.4.2.1.5

Standard 2: Nonfiction-Identify, analyze, and apply knowledge, of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

LA.4.2.2.1, LA.4.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard 1: Prewriting-Use prewriting strategies to generate ideas and formulate a plan.

LA.4.3.1.1, LA.4.3.1.2, LA.4.3.1.3

Standard 2: Drafting-write a draft appropriate to the topic, audience, and purpose.

LA.4.3.2.1, LA.4.3.2.2, LA.4.3.2.3

Standard 3: Revising-revise and refine the draft for clarity and effectiveness

LA.4.3.3.1, LA.4.3.3.2, LA.4.3.3.3, LA.4.3.3.4

LA.4.3.5.1, LA.4.3.5.2,

Standard 4: Editing for Language Conventions-edit and correct the draft for standard language conventions.

LA.4.3.4.1, LA.4.3.4.2, LA.4.3.4.3, LA.4.3.4.4, LA.4.3.4.5, LA.4.3.4.6

Standard 5: Publishing-write a final product for the intended audience

LA.4.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1: Creative
The student develops and demonstrates creative writing

LA.4.4.1.1, LA.4.4.1.2,

Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

LA.4.4.2.1, LA.4.4.2.2, LA.4.4.2.3, LA.4.4.2.4, LA.4.4.2.5

Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

LA.4.4.3.1, LA.4.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard 2: Listening and Speaking
The student effectively applies listening and speaking strategies

LA.4.5.2.1, LA.4.5.2.2, LA.4.5.2.3, LA.4.5.2.4, LA.4.5.2.5

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1: Informational Text
The student comprehends the wide array of informational text that is part of our day to day experiences

LA.4.6.1.1

Standard 2: Research Process
The student uses a systematic process for the collection, processing, and presentation of information

LA.4.6.2.1, LA.4.6.2.2, LA.4.6.2.3, LA.4.6.2.4

Standard 3: Media Literacy
The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA.4.6.3.1, LA.4.6.3.2

Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes

LA.4.6.4.1, LA.4.6.4.2

4TH GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Supporting Idea6: Number and Operations

MA.4.A.6.1, MA.4.A.6.2

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen of concern. Other benchmarks will have to be noted at the discretion of the coach.

4TH GRADE SSS BENCHMARK CODES FOR SCIENCE PROCESSES IN FUTURE PROBLEM SOLVING PROGRAM

Big Idea1:

A. Scientific Inquiry is a multifaceted activity: The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations

SC.4.N.1.1, SC.4.N.1.2, SC.4.N.1.3, SC.4.N.1.4,SC.4.N.1.6, SC.4.N.1.7, SC.4.N.1.8

4th GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical chronology and the historical perspective

SS.4.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.4.B.1.2

Standard2:

The student understands the interactions of people and physical environment SS.4.B.2.2

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.4.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.4.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.4.D.1.2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.4.D.2.2

5H GRADE SSS BENCHMARK CODES FOR READ./LANG.ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING/LANGUAGE ARTS: Reading Process Body of Knowledge

Standard 4: Phonics/Word Analysis
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

LA.5.1.4.1, LA.5.1.4.2, LA.5.1.4.3

Standard 5: Fluency
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

LA.5.1.5.1, LA.5.1.5.2

Standard 6: Vocabulary Development
The student uses multiple strategies to develop grade appropriate vocabulary.

LA.5.1.6.1, LA.5.1.6.2, LA.5.1.6.3, LA.5.1.6.4, LA.5.1.6.5, LA.5.1.6.6, LA.5.1.6.7, LA.5.1.6.8, LA.5.1.6.9, LA.5.1.6.10, LA.5.1.6.11

Standard 7 : Reading Comprehension

LA.5.1.7.1, LA.5.1.7.3, LA.5.1.7.4, LA.5.1.7.5, LA.5.1.7.6, LA.5.1.7.7, LA5.1.7.8

Standard1:Fiction –

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.5.2.1.1, LA.5.2.1.2, LA.5.2.1.3, LA.5.2.1.4,

LA.5.2.1.5, LA.5.2.1.6, LA.5.2.1.7, LA.5.2.1.8,

LA.5.2.1.9

Standard2: Nonfiction –

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of information presented

LA.5.2.2.1, LA.5.2.2.2, LA.5.2.2.3, LA5.2.2.4, LA.5.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard 1:Prewriting –

The student will use prewriting strategies to generate ideas and formulate a plan

LA.5.3.1.1, LA.5.3.1.2, LA.5.3.1.3

Standard 2: Drafting –

The student will write a draft appropriate to the topic, audience, and purpose

LA.5.3.2.1, LA. 5.3.2.2. LA.5.3.2.3

Standard 3 : Revising

The student will revise and refine the draft for clarity and effectiveness

LA.5.3.3.1, LA.5.3.3.2, LA.5.3.3.3, LA.5.3.3.4

Standard 4: Editing for Language Conventions –

The student will edit and correct the draft for standard language conventions

LA.5.3.4.1, LA.5.3.4.2, LA.5.3.4.3, LA.5.3.4.4, LA.5.3.4.5

Standard 5: Publishing –

The student will write a final product for the intended audience.

LA.5.3.5.1, LA. 5. 3.5.2, LA.5.3.5.3

WRITING APPLICATIONS BODY OF KNOWLEDGE

Standard1: Creative –

The student develops and demonstrates creative writing

LA.5.4.1.1., LA.5.4.1.2

Standard 2: Informative –

The student develops and demonstrates technical writing that provided information related to real-world tasks

LA.5.4.2.1, LA.5.4.2.2, LA.5.4.2.3, LA.4.2.3, LA.5.4.2.4, LA.5.4.2.5

Standard 3: Persuasive –

The student develops and demonstrates persuasive writing that is used for the propose of influencing the reader.

LA.5.4.3.1, LA.5.4.3.2

COMMUNIATION BODY OF KNOWLEDGE

Standard1:Penmanship –

The student engages in the writing process and writes to communicate ideas and experiences

LA.5.5.1.1

Standard2: Listening and Speaking –

The student effectively applies listening and speaking strategies

LA.5.5.2.1, LA.5.5.2.2

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1: Informational Text –

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.5.6.1.1

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.5.6.2.1, LA.5.6.2.2, LA.5.6.2.3, LA.5. 6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA.5.6.3.1, LA.5.6.3.2

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes

LA.5.6.4.1, LA.5.6.4.2

5th GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Supporting Idea4: Algebra

MA.5.A.4.1, MA.5.A.4.1

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen of concern. Other benchmarks will have to be noted at the discretion of the coach.

Supporting Idea6: Number and Operations

MA.5.A.6.1, MA.5.A.6.2, MA.5.A.6.3, MA.5.A.6.4, MA.5.A.6.5

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen of concern. Other benchmarks will have to be noted at the discretion of the coach.

5TH GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Big Idea1:

A: Scientific Inquiry is a multifaceted activity :The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations

SC.5.N.1.1, SC.5.N.1.5,SC.5.N.1.6

Often the future scene topic of CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other science benchmarks that may apply to specific situations.

Big Idea2: A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, oi other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery

SC.5.N.2.1, SC.5.N.2.2

Often the future scene topic of CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other science benchmarks that may apply to specific situations.

5TH GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical

chronology and the historical perspective

SS.5.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.5.B.1.2

Standard2:

The student understands the interactions of people and physical environment

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.5.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.4.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.5.D.1.2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.5.D.2.2

6TH GRADE SSS BENCHMARK CODES FOR READ./LANG. ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING PROCESS BODY OF KNOWLEDGE

Standard5:Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression

LA.6.1.5.1

Standard6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary

LA.6.1.6.1, LA.6.1.6.2, LA.6.1.6.3, LA.6.1.6.4, LA.6.1.6.5, LA.6.1.6.6, LA.6.1.6.7, LA.6.1.6.8, LA.6.1.6.9, LA.6.1.6.10, LA.6.1.6.11

Standard7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text

LA.6.1.7.1, LA.6.1.7.2, LA.6.1.7.3, LA.6.1.7.4, LA.6.1.7.5., LA.6.1.7.6, LA.6.1.7.7, LA.6.1.7.8

LITERARY ANALYSIS BODY OF KNOWLEDGE

Standard1:Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.6.2.1.1, LA.6.2.1.2, LA.6.2.1.3, LA.6.2.1.4, LA.6.2.1.5, LA.6.2.1.6, LA.6.2.1.7, LA.6.2.1.8, LA.6.2.1.9, LA.6.2.1.10

Standard2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented

LA.6.2.2.1, LA.6.2.2.2, LA.6.2.2.3, LA.6.2.2.4, LA.6.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan

LA.6.3.1.1, LA.6.31.2, LA.6.31.3

Standard2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose

LA.6.3.2.1, LA.6.3.2.2, LA.6.3.2.3

Standard3: Revising

The student will revise and refine the draft for clarity and effectiveness

LA.6.3.3.1, LA.6.3.3.2, LA.6.3.3.3, LA.6.3.3.4

Standard4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions

LA.6.3.4.1, LA.6.3.4.2, LA.6.3.4.3, LA.6.3.4.4, LA.6.3.4.5

Standard5:Publishing

The student will write a final product for the intended audience.

LA.6.3.5.1, LA.6.3.5.2, LA.6.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1:Creative

The student develops creative writing

LA.6.4.1.1, LA.6.4.1.2

Standard2: Informative

The student develops and demonstrates technical writing that provides information related to real world tasks

LA.6.4.2.1. LA.6.4.2.2, LA.6.4.2.3, LA.6.4.2.4, LA.6.4.2.5

Standard3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader

LA.6.4.3.1, LA.6.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard1:Penmanship

The student engages in the writing process and writes to communicate ideas and experiences

LA.6.5.1.1

Standard2: Listening and Speaking

The student effectively applies listening and speaking strategies

LA.6.5.2.1, LA.6.5.2.2

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1:Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.6.6.1.1, LA.6.6.1.2, LA.6.6.1.3

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.6.6.2.1, LA.6.6.2.2, LA.6.6.2.3, LA.6.6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA.6.6.3.1, LA.6.63.2

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

LA.6.6.4.1, LA.6.6.4.2

6TH GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Supporting Idea6: Data Analysis

MA.6.S.6.1, MA.6.S.6.2

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen of concern. Other benchmarks will have to be noted at the discretion of the coach.

6TH GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Big Idea1:

A: Scientific Inquiry is a multifaceted activity :The process of scientifically investigable questions, construction of investigations into those questions, thecollection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations

SC.6.N.1.1, SC.6.N.1.4,SC.6.N.1.5

Often the future scene topic of CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other science benchmarks that may apply to specific situations.

Big Idea2: A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, oi other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery

SC.6.N.2.1, SC.6.N.2.2, SC.6.N.2.3

Big Idea3: "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

SC.6.N.3.1, SC.6.N.3.2, SC.6.N.3.3

Often the future scene topic or the CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other benchmarks that may apply to specific situations,

6TH GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical

chronology and the historical perspective

SS.6.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in

special terms

SS.6.B.1.2

Standard2:

The student understands the interactions of people and physical environment

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.6.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.6.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.6.D.1.2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.6.D.2.2

7th GRADE SSS BENCHMARK CODES FOR READ./LANG. ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING PROCESS BODY OF KNOWLEDGE

Standard5:Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression

LA.7.1.5.1

Standard6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary

LA.7.1.6.1, LA.7.1.6.2, LA.7.1.6.3, LA.7.1.6.4, LA.7.1.6.5, LA.7.1.6.6, LA.7.1.6.7, LA.7.1.6.8, LA.7.1.6.9, LA.7.1.6.10, LA.7.1.6.11

Standard7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text

LA.7.1.7.1, LA.7.1.7.2, LA.7.1.7.3, LA.7.1.7.4, LA.7.1.7.5., LA.7.1.7.6, LA.7.1.7.7, LA.7.1.7.8

LITERARY ANALYSIS BODY OF KNOWLEDGE

Standard1:Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.6.2.1.1, LA.6.2.1.2, LA.6.2.1.3, LA.6.2.1.4, LA.6.2.1.5, LA.6.2.1.6, LA.6.2.1.7, LA.6.2.1.8, LA.6.2.1.9, LA.6.2.1.10

Standard2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented

LA.7.2.2.1, LA.7.2.2.2, LA.7.2.2.3, LA.7.2.2.4, LA.7.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan

LA.7.3.1.1, LA.7.3.1.2, LA.7.3.1.3

Standard2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose

LA.7.3.2.1, LA.7.3.2.2, LA.7.3.2.3

Standard3: Revising

The student will revise and refine the draft for clarity and effectiveness

LA.7.3.3.1, LA.7.3.3.2, LA.7.3.3.3, LA.7.3.3.4

Standard4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions

LA.7.3.4.1, LA.7.3.4.2, LA.7.3.4.3, LA.7.3.4.4, LA.7.3.4.5

Standard5:Publishing

The student will write a final product for the intended audience.

LA.7.3.5.1, LA.7.3.5.2, LA.7.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1:Creative

The student develops creative writing

LA.7.4.1.1, LA.7.4.1.2

Standard2: Informative

The student develops and demonstrates technical writing that provides information related to real world tasks

LA.7.4.2.1. LA.7.4.2.2, LA.7.4.2.3, LA.7.4.2.4, LA.7.4.2.5

Standard3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader

LA.7.4.3.1, LA.7.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard1:Penmanship

The student engages in the writing process and writes to communicate ideas and experiences

LA.7.5.1.1

Standard2: Listening and Speaking

The student effectively applies listening and speaking strategies

LA.7.5.2.1, LA.7.5.2.2, LA.7.5.2.3

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1:Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.7.6.1.1, LA.7.6.1.2, LA.7.6.1.3

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.7.6.2.1, LA.7.6.2.2, LA.7.6.2.3, LA.7.6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA.7.6.3.1, LA.7.6.3.2, LA.7.6.3.3

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

LA.7.6.4.1, LA.7.6.4.2

7th GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Supporting Big Idea3: Develop an understanding of operations on all rational numbers and solving linear equations

MA.7.A.3.4

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen for the CmPS area of concern. The benchmarks applicable will have to be at the discretion of the coach.

7th GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Big Idea1: A.Scientific Inquiry is a multifaceted activity: The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations

SC.7.N.1.1,SC.7.N.1.6, SC.7.N.1.7

Big Idea2: A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, in other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.7.N.2.1

Big Idea3: "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

SC.7.N.3.1, SC.7.N.3.2

Often the future scene topic or the CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other benchmarks that may apply to specific situations,

7th GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical chronology and the historical perspective

SS.7.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.7.B.1.2

Standard2:

The student understands the interactions of people and physical environment

SS.7.B.2.2

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.7.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.7.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.7.D.1..2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.7.D.2..2

Often the future scene topic or the CmPS focus is related to a social studies theme and it may be up to the coach to determine if there are other social studies benchmarks that may apply to specific situations.

8th GRADE SSS BENCHMARK CODES FOR READ./LANG. ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING PROCESS BODY OF KNOWLEDGE

Standard5:Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression

LA.8.1.5.1

Standard6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary

LA.8.1.6.1, LA.8.1.6.2, LA.8.1.6.3, LA.8.1.6.4, LA.8.1.6.5, LA.8.1.6.6, LA.8.1.6.7, LA.8.1.6.8, LA.8.1.6.9, LA.8.1.6.10, LA.8.1.6.11

Standard7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text

LA.8.1.7.1, LA.8.1.7.2, LA.8.1.7.3, LA.8.1.7.4, LA.8.1.7.5., LA.8.1.7.6, LA.8.1.7.7, LA.8.1.7.8

LITERARY ANALYSIS BODY OF KNOWLEDGE

Standard1:Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.8.2.1.1, LA.8.2.1.2, LA.8.2.1.3, LA.8.2.1.4, LA.8.2.1.5, LA.8.2.1.6, LA.8.2.1.7, LA.8.2.1.8, LA.8.2.1.9, LA.8.2.1.10

Standard2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented

LA.8.2.2.1, LA.8.2.2.2, LA.8.2.2.3, LA.8.2.2.4, LA.8.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan

LA.8.3.1.1, LA.8.31.2, LA.8.31.3

Standard2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose

LA.8.3.2.1, LA.8.3.2.2, LA.8.3.2.3

Standard3: Revising

The student will revise and refine the draft for clarity and effectiveness

LA.8.3.3.1, LA.8.3.3.2, LA.8.3.3.3, LA.8.3.3.4

Standard4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions

LA.8.3.4.1, LA.8.3.4.2, LA.8.3.4.3, LA.8.3.4.4, LA.8.3.4.5

Standard5:Publishing

The student will write a final product for the intended audience.

LA.8.3.5.1, LA.8.3.5.2, LA.8.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1:Creative

The student develops creative writing

LA.8.4.1.1, LA.8.4.1.2

Standard2: Informative

The student develops and demonstrates technical writing that provides information related to real world tasks

LA.8.4.2.1. LA.8.4.2.2, LA.8.4.2.3, LA.8.4.2.4, LA.8.4.2.5

Standard3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader

LA.8.4.3.1, LA.8.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard1:Penmanship

The student engages in the writing process and writes to communicate ideas and experiences

LA.8.5.1.1

Standard2: Listening and Speaking

The student effectively applies listening and speaking strategies

LA.8.5.2.1, LA.8.5.2.2, LA.8.5.2.3

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1:Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.8.6.1.1, LA.8.6.1.2, LA.8.6.1.3

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.8.6.2.1, LA.8.6.2.2, LA.8.6.2.3, LA.8.6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA. 8.6.3.1, LA.8.6.3.2, LA.8.6.3.3

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

LA.8.6.4.1, LA.8.6.4.2

8th GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Big Idea1 : Analyze and Represent linear functions and solve linear equations and systems of linear equations

Supporting Idea6: Data Analysis

MA.8.A.1.1

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen for the CmPS area of concern. The benchmarks applicable will have to be at the discretion of the coach.

8th GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Big Idea1: A.Scientific Inquiry is a multifaceted activity: The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations

SC.8.N.1.1,SC.8.N.1.3, SC.8.N.1.6

Big Idea2: A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, oi other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.8.N.2.1

Big Idea3: "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

SC.8.N.3.1, SC.8.N.3.2

Big Idea4: As tomorrows citizens, students should be able to identify issues about which society could provide input, formulate scientifically investigable questions about those issues, construct investigations of their questions, collect and evaluate data from their investigations, and develop scientific recommendations based upon their findings.

SC.8.N.4.1, SC.8.N.4.2

8th GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical chronology and the historical perspective

SS.8.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.8.B.1.2

Standard2:

The student understands the interactions of people and physical environment

SS.8.B.2.2

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.8.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.8.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about

how to use resources

SS.8.D.1.2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.8.D.2.2

Often the future scene topic or the CmPS focus is related to a social studies theme and it may be up to the coach to determine if there are other social studies benchmarks that may apply to specific situatuations

9th & 10th GRADE SSS BENCHMARK CODES FOR READ./LANG. ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING PROCESS BODY OF KNOWLEDGE

Standard5:Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression

LA.910.1.5.1

Standard6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary

LA.910.1.6.1, LA.910.1.6.2, LA.910.1.6.3, LA.910.1.6.4, LA.910.1.6.5, LA.910.1.6.6, LA.910.1.6.7, LA.910.1.6.8, LA.910.1.6.9, LA.910.1.6.10, LA.910.1.6.11

Standard7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text

LA.910.1.7.1, LA.910.1.7.2, LA.910.1.7.3, LA.910.1.7.4, LA.910.1.7.5., LA.910.1.7.6, LA.910.1.7.7, LA.910.1.7.8

LITERARY ANALYSIS BODY OF KNOWLEDGE

Standard1:Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.910.2.1.1, LA.910.2.1.2, LA.910.2.1.3, LA.910.2.1.4, LA.910.2.1.5, LA.910.2.1.6, LA.910.2.1.7, LA.910.2.1.8, LA.910.2.1.9, LA.910.2.1.10

Standard2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented

LA.910.2.2.1, LA.910.2.2.2, LA.910.2.2.3, LA.910.2.2.4, LA.910.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan

LA.910.3.1.1, LA.910.31.2, LA.910.31.3

Standard2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose

LA.910.3.2.1, LA.910.3.2.2, LA.910.3.2.3

Standard3: Revising

The student will revise and refine the draft for clarity and effectiveness

LA.910.3.3.1, LA.910.3.3.2, LA.910.3.3.3, LA.910.3.3.4

Standard4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions

LA.910.3.4.1, LA.910.3.4.2, LA.910.3.4.3, LA.910.3.4.4, LA.910.3.4.5

Standard5:Publishing

The student will write a final product for the intended audience.

LA.910.3.5.1, LA.910.3.5.2, LA.910.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1:Creative

The student develops creative writing

LA.910.4.1.1, LA.910.4.1.2

Standard2: Informative

The student develops and demonstrates technical writing that provides information related to real world tasks

LA.910.4.2.1. LA.910.4.2.2, LA.910.4.2.3, LA.910.4.2.4, LA.910.4.2.5

Standard3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader

LA.910.4.3.1, LA.910.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard1:Penmanship

The student engages in the writing process and writes to communicate ideas and experiences

LA.910.5.1.1

Standard2: Listening and Speaking

The student effectively applies listening and speaking strategies

LA.910.5.2.1, LA.910.5.2.2, LA.910.5.2.3

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1:Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.910.6.1.1, LA.910.6.1.2, LA.910.6.1.3

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.910.6.2.1, LA.910.6.2.2, LA.910.6.2.3, LA.910.6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA. 910.6.3.1, LA.910.6.3.2, LA.910.6.3.3

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

LA.910.6.4.1, LA.910.6.4.2

9th & 10th GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Standard 10: Mathematical Reasoning and Problem Solving

In a general sense, all of mathematics is problem solving. In all of their mathematics, students use problem solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results

MA.912.A.10.1, MA.912.A.10.2

Standard2:Relations and Functions

Students draw and interpret graphs of relations. They understand the notation and concept of function, find domains and ranges, and link equations to function

MA.912.A.2.1, MA.912.A.2.2,MA.912.A.2.9

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen for the CmPS area of concern. The benchmarks applicable will have to be at the discretion of the coach.

9th & 10th GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Standard 1 :The Practice of Science

A.Scientific Inquiry is a multifaceted activity: The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.912.N.1.1,SC.912.N.1.3, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.1.7

Standard2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, in other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and

knowledge of science include subjectivity, as well as creativity and discovery.

SC.912.N.2.2, SC.912.N.2.3, SC.912.N.2.4, SC.912.N.2.5

Standard3: The Roles of Theories, Laws, Hypotheses, and Models. The terms that describe examples of scientific knowledge, for example; "theory." "law," "hypothesis," and "model" have very specific meanings and functions within science

SC.912.N.2.4, SC.912.N.2.5

Standard4: Science and Society

As tomorrows citizens, students should be able to identify issues about which our society could provide input, formulate specifically investigable questions about those issues, construct investigations of their questions collect and evaluate data from their investigations, and develop sciengtific recommendations based upon their findings.

SC.912.N.4.1, SC.912.N.4.2

Often the future scene topic or the CmPS focus is related to a scientific theme and it may be up to the coach to determine if there are other science benchmarks that may apply to specific situations.

9th & 10th GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical chronology and the historical perspective

SS.910.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.910.B.1.2

Standard2:

The student understands the interactions of people and physical environment

SS.910.B.2.2

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.910.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.910.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.910.D.1..2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.910.D.2..2

11th & 12th GRADE SSS BENCHMARK CODES FOR READ./LANG. ARTS/WRITING USED IN THE FUTURE PROBLEM SOLVING PROGRAM

READING PROCESS BODY OF KNOWLEDGE

Standard5:Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression

LA.1112.1.5.1

Standard6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary

LA.1112.1.6.1, LA.1112.1.6.2, LA.1112.1.6.3, LA.1112.1.6.4, LA.1112.1.6.5, LA.1112.1.6.6, LA.1112.1.6.7, LA.1112.1.6.8, LA.1112.1.6.9, LA.1112.1.6.10, LA.1112.1.6.11

Standard7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text

LA.1112.1.7.1, LA.1112.1.7.2, LA.1112.1.7.3, LA.1112.1.7.4, LA.1112.1.7.5., LA.1112.1.7.6, LA.1112.1.7.7, LA.1112.1.7.8

LITERARY ANALYSIS BODY OF KNOWLEDGE

Standard1:Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection

LA.1112.2.1.1, LA.1112.2.1.2, LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.5, LA.1112.2.1.6, LA.1112.2.1.7, LA.1112.2.1.8, LA.1112.2.1.9, LA.1112.2.1.10

Standard2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented

LA.1112.2.2.1, LA.1112.2.2.2, LA.1112.2.2.3, LA.1112.2.2.4, LA.1112.2.2.5

WRITING PROCESS BODY OF KNOWLEDGE

Standard1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan

LA.1112.3.1.1, LA.1112.31.2, LA.1112.31.3

Standard2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose

LA.1112.3.2.1, LA.1112.3.2.2, LA.1112.3.2.3

Standard3: Revising

The student will revise and refine the draft for clarity and effectiveness

LA1112.3.3.1, LA.1112.3.3.2, LA.1112.3.3.3, LA.1112.3.3.4

Standard4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions

LA.1112.3.4.1, LA.1112.3.4.2, LA.1112.3.4.3, LA.1112.3.4.4, LA.1112.3.4.5

Standard5:Publishing

The student will write a final product for the intended audience.

LA.1112.3.5.1, LA.1112.3.5.2, LA.1112.3.5.3

WRITING APPLICATION BODY OF KNOWLEDGE

Standard1:Creative

The student develops creative writing

LA.1112.4.1.1, LA.1112.4.1.2

Standard2: Informative

The student develops and demonstrates technical writing that provides information related to real world tasks

LA.1112.4.2.1. LA.1112.4.2.2, LA.1112.4.2.3, LA.1112.4.2.4, LA.1112.4.2.5

Standard3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader

LA.1112.4.3.1, LA.1112.4.3.2

COMMUNICATION BODY OF KNOWLEDGE

Standard1:Penmanship

The student engages in the writing process and writes to communicate ideas and experiences

LA.1112.5.1.1

Standard2: Listening and Speaking

and speaking strategies

LA.1112.5.2.1, LA.1112.5.2.2, LA.1112.5.2.3, LA.1112.5.2.4, LA.1112.5.2.5

INFORMATION AND MEDIA LITERACY BODY OF KNOWLEDGE

Standard1:Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences

LA.1112.6.1.1, LA.1112.6.1.2, LA.1112.6.1.3

Standard2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information

LA.1112.6.2.1, LA.1112.6.2.2, LA.1112.6.2.3, LA.1112.6.2.4

Standard3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

LA. 1112.6.3.1, LA.1112.6.3.2, LA.1112.6.3.3

Standard4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

LA.1112.6.4.1, LA.1112.6.4.2

11th & 12th GRADE SSS BENCHMARK CODES FOR MATH USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Standard 10: Mathematical Reasoning and Problem Solving

In a general sense, all of mathematics is problem solving. In all of their mathematics, students use problem solving skills: they choose how to approach a problem, they explain their reasoning, and they check their results

MA.912.A.10.1, MA.912.A.10.2

Standard2:Relations and Functions

Students draw and interpret graphs of relations. They understand the notation and concept of function, find domains and ranges, and link equations to function

MA.912.A.2.1, MA.912.A.2.2,MA.912.A.2.9

Other benchmarks may be applicable depending upon the topic of the Future Scene or area chosen for the CmPS area of concern. The benchmarks applicable will have to be at the discretion of the coach.

11th & 12th GRADE SSS BENCHMARK CODES FOR SCIENCE USED IN THE FUTURE PROBLEM SOLVING PROGRAM

Standard 1 :The Practice of Science

A.Scientific Inquiry is a multifaceted activity: The process of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method"

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.912.N.1.1,SC.912.N.1.3, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.1.7

Standard2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, oi other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change.

C: Because science is based on empirical evidence it strives for objectivity, but as it is a

human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.912.N.2.2, SC.912.N.2.3, SC.912.N.2.4, SC.912.N.2.5

Standard3: The Roles of Theories, Laws, Hypotheses, and Models. The terms that describe examples of scientific knowledge, for example; "theory." "law," "hypothesis," and "model" have very specific meanings and functions within science

SC.912.N.2.4, SC.912.N.2.5

Standard4: Science and Society

As tomorrows citizens, students should be able to identify issues about which our society could provide input, formulate specifically investigable questions about those issues, construct investigations of their questions , collect and evaluate data from their investigations, and develop sciengtific recommendations based upon their findings.

SC.912.N.4.1, SC.912.N.4.2

11th & 12th GRADE SSS BENCHMARK CODES FOR SOCIAL STUDIES USED IN THE FUTURE PROBLEM SOLVING PROGRAM

TIME, CONTINUITY, AND CHANGE

Standard1:

The student understands historical chronology and the historical perspective

SS.1112.A.1.2

PEOPLE, PLACES, AND ENVIRONMENTS (GEOGRAPHY)

Standard1:

The student understands the world in special terms

SS.1112.B.1.2

Standard2:

The student understands the interactions of people and physical environment

SS.1112.B.2.2

GOVERNMENT AND THE CITIZEN (CIVICS AND GOVERNMENT)

Standard1:

The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government

SS.1112.C.1.2

Standard2:

The student understands the role of the citizen in American democracy

SS.1112.C.2.2

ECONOMICS

Standard1:

The student understands how scarcity requires individuals and institutions to make choices about how to use resources

SS.1112.D.1..2

Standard2:

The student understands the characteristics of different economic systems and institutions

SS.1112.D.2..2

Often the future scene topic or the CmPS focus is related to a social studies theme and it may be up to the coach to determine if there are other social studies benchmarks that may apply to specific situatuations