

Pine Hill Public Schools			
Content Area:		Mathematics	
Course Title/ Grade Level:		Concepts of Math / Grade 12	
Unit 1:	Mathematical Ways of Thinking	Month:	September
Unit 2:	Number Sequences	Month:	October
Unit 3:	Functions and Their Graphs	Month:	November/December
Unit 4:	Large Numbers and Logarithms	Month:	December/ January
Unit 5:	Symmetry and Regular Figures	Month:	February
Unit 6:	Mathematical Curves	Month:	March
Unit 7:	Methods of Counting	Month:	April/ May
Unit 8:	The Mathematics of Chance	Month:	May/June
Unit 9:	An Introduction to Statistics	Month:	June
Date Created or Revised:		04/09/2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Mathematical Ways of Thinking		Unit #: 1
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 24 days
Date Created: April 9, 2012		BOE Approval Date:
Pacing	24 days, 2 day introduction to course, 3 days per section, covering all sections in chapter 1 , 2 review day and 2 summative assessment days	
Essential Questions	<ul style="list-style-type: none"> • How is the path of a billiard ball related to a path on graph paper. • How does hitting a ball at a 45° angle show on a piece of graph paper • How does reducing the dimensions of the table help predict the path of the ball • What are the limitations of inductive reasoning • How is deductive reasoning helpful in geometry • How are number tricks used to show deductive reasoning 	
Content	<ul style="list-style-type: none"> • The path of a billiard ball • Inductive reasoning • Deductive reasoning • Number tricks and deductive reasoning 	
Skills	<ul style="list-style-type: none"> • Identify lines and angles on a graph • Notice patterns of numbers • Solving puzzles • Using deductive reasoning to solve problems and number tricks • Visualize a cubes edges, corners and faces • Solve number trick puzzles 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at smart board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Using algebra to solve problems involving line segments, angles, perimeter and area 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 1 • Textbook practice exercises • Graph Paper • Construction and measuring of segments and angles • Solving number tricks using algebra • Smart Board • Scientific Calculator 	
Common Core State Standards		
Grade or Conceptual Category (HS only): Number and Quality		
Domain (name and #): N-RN : The Real Number System		
Cluster: Extend the	#. Standard: N-RN-1	

properties of exponents	N-RN- 2

Math Practices: 2) Reason abstractly and quantitatively
4) Model with mathematics

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Number Sequences		Unit #: 2
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 26 days
Date Created: April 9, 2012		BOE Approval Date:
Pacing	26 days, 3 days per section, covering all chapter 2 , 2 review days and 2 summative assessment days, 4 benchmark review and assessment days	
Essential Questions	<ul style="list-style-type: none"> • How is inductive reasoning used to identify patterns and make conjectures • How do we analyze the truth value of conditional statements • How do we identify properties of equality and congruence • How do we use deductive reasoning in proving geometric theorems 	
Content	<ul style="list-style-type: none"> • Arithmetic Sequences • Geometric Sequences • Binary Sequences • Sequence of Squares • Higher power sequences • Fibonacci Sequence 	
Skills	<ul style="list-style-type: none"> • To identify characteristics of arithmetic, geometric, binary, Fibonacci, squares and cube sequences • To Notice patterns of numbers 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Using algebra to solve problems involving sequences • Using Biology to show relationships between the Fibonacci sequence and the family tree of bees and rabbits 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 2 • Textbook practice exercises • Smart Board • Scientific Calculator 	
Common Core State Standards		
Grade or Conceptual Category (HS only): Algebra		
Domain (name and #): A-SSE : Seeing Structures in Expressions		
Cluster: Write expressions in equivalent forms to solve problems	#. Standard: A-SSE- 4	

Math Practices: 1) Make sense of problems and persevere in solving them. 2) Reason abstractly and quantitatively. 3) Construct viable arguments and critique the reasoning of others.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Functions and Their Graphs		Unit #: 3
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 22 days
Date Created: April 9, 2012		BOE Approval Date:
Pacing	22 days, 3 days per section, covering all sections in chapter 3 , 2 review days and 2 summative assessment days	
Essential Questions	<ul style="list-style-type: none"> • What are the parts of a function • Who is Renee Descartes • What are the characteristics of a linear function • What are the characteristics of a parabolic function • What are the differences between interpolation and extrapolation 	
Content	<ul style="list-style-type: none"> • Algebraic functions • Ordered pairs and the coordinate graph • Linear graphs • Parabolic graphs • Other curved functions • Interpolation and extrapolation 	
Skills	<ul style="list-style-type: none"> • Solve algebraic functions • Plot points on a coordinate graph • Draw linear functions • Draw parabolic functions • Draw other functions with curves • Show the similarities and differences with interpolation and extrapolation 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Geography and the Mississippi river in the study of interpolation/extrapolation 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 3 • Textbook practice exercises • Smart Board • Scientific Calculator 	
Common Core State Standards		
Grade or Conceptual Category (HS only): Functions		
Domain (name and #): F-IF : Interpreting functions		
Cluster: Understanding the	#. Standard: F-IF – 1, 2, 3	

concept of a function and use function notation							
Math Practices: 4) Model with Mathematics 5) Use appropriate tools strategically							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Large Numbers and Logarithms		Unit #: 4
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 26 days
Date Created: April 9, 2012		BOE Approval Date:
Pacing	26 days, 3 days per section, covering all chapter 4, 2 review days and 2 summative assessment days, 4 benchmark review and assessment days	
Essential Questions	<ul style="list-style-type: none"> • How can large numbers be written and named • How can large numbers be written in scientific notation • What is the difference between binary and decimal logarithms • How is scientific notation used to write numbers as a logarithm • What are the characteristics of exponential functions 	
Content	<ul style="list-style-type: none"> • Large numbers • Scientific notation • Intro to logarithms • Decimal logarithms • Logarithms and scientific notation • Exponential functions 	
Skills	<ul style="list-style-type: none"> • Write large numbers • Name large numbers • Work with numbers in scientific notation • Multiply numbers using decimal logarithms • Convert large numbers into scientific notation before finding its logarithm 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Astronomy and space travel • World population 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 4 • Textbook practice exercises • Smart Board • Scientific Calculator 	

Common Core State Standards

Grade or Conceptual Category (HS only): Number & Quantity

Domain (name and #): N-RN : The Real Number System

Cluster: Use properties of rational and irrational numbers

#. Standard: N-RN - 1

Domain (name and #) : NQ -Quantities

Cluster: Reason quantitatively and use units to solve problems

#. Standard:: N-Q - 1

Math Practices: 1) Make sense of problems and persevere in solving problems
2) Model with mathematics

[21st Century Themes](#)

	Media Literacy		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
	Creativity and Innovation						
	Media Literacy						

Pine Hill Public Schools Mathematics Curriculum			
Unit Title: Symmetry and Regular Figures			
Unit #: 5			
Course or Grade Level: CP Concepts of Mathematics	Length of Time: 22 days		
Date Created: April 10, 2012	BOE Approval Date:		
Pacing	22 days, 3 days per section, covering all chapter 5, 2 review days and 2 summative assessment days		
Essential Questions	<ul style="list-style-type: none"> • Identify the differences between line and rotational symmetry • What does the word regular mean if it is written before polygon • What are the common polygons that are used for mosaics • What are the characteristics of a regular polyhedral • What sports ball is a perfect example of a semi regular polyhedra • Identify the characteristics of a pyramid • Identify the characteristics of a prism 		
Content	<ul style="list-style-type: none"> • Symmetry • Regular Polygons • Mathematical Mosaics • Regular Polyhedra : The Platonic Solids • Semi Regular Polyhedra • Pyramids and Prisms 		
Skills	<ul style="list-style-type: none"> • To illustrate the lines of symmetry on a polygon • Show symmetry with the use of a normal set of playing cards • Show the characteristics of a mathematical mosaic • Show how a soccer ball is a perfect example of a semi regular polyhedra • Be able to describe the similarity and difference between pyramids and prisms • Make a regular polyhedra with the use of straws and yarn 		
Assessments	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board </td> <td style="width: 50%; vertical-align: top;"> Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark </td> </tr> </table>	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark 		
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 		
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Biology and the bee honeycomb • History and pyramids of Egypt • History and pyramids of the Native Indians • Science and the light prisms 		
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 5 • Textbook practice exercises • Smart Board • Scientific Calculator • Compass and straight edge • Straws and yarn 		
Common Core State Standards			
Grade or Conceptual Category (HS only): Geometry			
Domain (name and #): G-SRT : Similarity, right triangles, and trigonometry			
Cluster: Understanding	#. Standard: G-SRT – 1, 1a, 1b, 2		

similarity in terms of similarity transformations	

Math Practices: 2) Reason abstractly and quantitatively
 4) Model with mathematics
 7) Look for and make use of structure

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Mathematical Curves		Unit #: 6
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 26 days
Date Created: April 10, 2012		BOE Approval Date:
Pacing	26 days, 3 days per section, covering all chapter 6, 2 review days and 2 summative assessment days, 4 benchmark review and assessment days	
Essential Questions	<ul style="list-style-type: none"> • Identify the similarities and differences of a circle and ellipse • What are the characteristics of a parabola • Why is the hyperbola different than any other curve we study • How is the sine curve used to show a sound wave • How are AM and FM radio stations related to the sine curve • What are the characteristics of the two types of spirals • What characteristic does the cycloid have that no other curve has 	
Content	<ul style="list-style-type: none"> • The Circle and Ellipse • The Parabola • The Hyperbola • The Sine Curve • Spirals – Archimedean and Logarithmic • The Cycloid – Curtate and Prolate 	
Skills	<ul style="list-style-type: none"> • Draw circles and ellipses with the use of their equations • Know the four curves derived from the cone – known as the conic sections • Be able to distinguish the differences between all the curves and their equations • Be able to identify both types of spirals • Be able to identify all three types of cycloids 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science – sound waves and the sine curve • Architecture – Parabolic shapes of bridges 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 6 • Textbook practice exercises • Smart Board • Scientific Calculator • Graph paper 	
Common Core State Standards		
Grade or Conceptual Category (HS only): Geometry		
Domain (name and #): G-GPE : Expressing Geometric Properties with equations		
Cluster: Translate between the geometric	#. Standard: G-GPE – 2, 3	

description and the equation for a conic section	

Math Practices: 4) Model with mathematics
5) Use appropriate tools strategically
8) Look for and express regularity in repeated reasoning

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: Methods of Counting		Unit #: 7
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 20 days
Date Created: April 10, 2012		BOE Approval Date:
Pacing	20 days, 4 days per section, covering all chapter 7, 2 review days and 2 summative assessment days	
Essential Questions	<ul style="list-style-type: none"> • Identify when the fundamental counting principle is used • When is the factorial symbol used • What is a permutation and when is it used • How are permutations computed when there are more than one of a certain item • What is the symbol we use for permutations • How are combinations different from permutations • What is the symbol we use to compute combinations 	
Content	<ul style="list-style-type: none"> • The Fundamental Counting Principle • Permutations • Factorials • Combinations 	
Skills	<ul style="list-style-type: none"> • Compute the number of ways something can occur by using the fundamental counting principle • Use factorials to compute answers • Use permutations to compute the number of ways that something can occur • Use combinations to find a selection of things where the order doesn't matter 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • All Subjects – compute the number of possible answers on a test • History – discover how area codes are assigned • Physical Education – Calculate outcomes of a race or different orders for a batting order 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 7 • Textbook practice exercises • Smart Board • Scientific Calculator • Playing Cards 	
Common Core State Standards		
Grade or Conceptual Category (HS only): Number & Quantity		
Domain (name and #): N-Q : The Complex number system		
Cluster: Perform arithmetic operations with complex numbers	#. Standard: N-Q – 1, 2 3	

Math Practices: 1) Make sense of problems and persevere in solving them.
 2) Reason abstractly and quantitatively.
 8) Look for and express regularity in repeated reasoning.

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: The Mathemastics of Chance		Unit #: 8
Course or Grade Level: CP Concepts of Mathematics		Length of Time: 32 days
Date Created: April 10, 2012		BOE Approval Date:
Pacing	32 days, 4 days per section, covering all chapter 8, 2 review days and 2 summative assessment days, 4 benchmark review and assessment days	
Essential Questions	<ul style="list-style-type: none"> • How do you calculate the probability of an event • How do we calculate the probabilities of an event when two dice are used • What is the probability of drawing three aces out of a deck when the cards are not replaced in deck • Identify different examples of binomial probabilities • How is Pascal’s Triangle used to compute binomial probabilities • When are events dependent or independent • What are complementary events 	
Content	<ul style="list-style-type: none"> • Probability: The Measure of Chance • Dice Games and Probability • Probabilities of Successive events • Binomial Probabilities • Pascal’s Triangle • The Birthday Problem: Complementary Events 	
Skills	<ul style="list-style-type: none"> • Use the probability of an event to compute the probability of an event happens • Use dice and cards to show the events can be computed • Use factorials and combinations to find the probabilities of successive events • Use fractions to compute the probabilities of successive events • Use percents to answer the probability of an event • Develop a Pascal triangle to answer a binomial probability • Compute complementary events 	
Assessments	Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Students given notes via smart board • Partner or group work • Solve puzzles including numbrix and sudoku 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Biology – Outcomes in successive generations 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 8 • Textbook practice exercises • Smart Board • Scientific Calculator • Graph paper • Playing Cards • Dice 	

Common Core State Standards

Grade or Conceptual Category (HS only): Statistics and Probability

Domain (name and #): S-CP : Conditional Probability and the rules of Probability

Cluster: Use the rules of probability to compute probabilities of a compound event in a uniform probability model

#. Standard: S-CP - 9

Math Practices: 1) Make sense of problems and persevere in solving them
 6) Attend to precision.
 7) Look for and make use of structure

[21st Century Themes](#)

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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[21st Century Skills](#)

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Mathematics Curriculum**

Unit Title: An Introduction to Statistics **Unit #: 9**

Course or Grade Level: CP Concepts of Mathematics **Length of Time: 22 days**

Date Created: April 14, 2012 **BOE Approval Date:**

Pacing 22 days, 3 days per section, covering all chapter 9, 2 review days and 2 summative assessment days,

Essential Questions

- How do we organize data
- What is a frequency distribution
- How is central tendencies measured
- What is the measure of variability
- How do we graph data
- What are the means to collect a sample of data

Content

- Organizing Data: Frequency Distributions
- The Breaking of Ciphers and Codes – An Application of Statistics
- Measures of Central Tendency
- Measures of Variability
- Displaying Data : Statistical Graphs
- Collecting Data : Sampling

Skills

- Use frequency distributions to organize data
- Be able to read and interpret bar graphs
- Use the letters of the English language to break ciphers and codes
- Use measures of central tendency to interpret data (mean, median & mode)
- Find the measure of variability using the standard deviation
- Be able to collect data using sampling

Assessments

Formative: <ul style="list-style-type: none"> • Teacher observation and questioning • Seat and or group work • Homework • Student participation at board 	Summative: <ul style="list-style-type: none"> • Quizzes, tests and benchmark
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Interventions / differentiated instruction

- Students given notes via smart board
- Partner or group work
- Solve puzzles including numbrix and sudoku

Inter-disciplinary Connections

- History – Interpreting data for previous elections

Lesson resources / Activities

- Mathematics – A Human Endeavor –W.H. Freeman and Co. – Harold R. Jacobs - Third Edition, Copyright- 1994 – Chapter 9
- Textbook practice exercises
- Smart Board
- Scientific Calculator

Common Core State Standards

Grade or Conceptual Category (HS only): Statistics and Probability

Domain (name and #): S-ID – Interpreting Categorical and Quantitative data

Cluster: Summarize, represent and interpret data on a single count or measurement variable	#. Standard: S-ID – 1, 2, 3, 4

Math Practices: 1) Make sense of problems and persevere in solving them.
 4) Model with mathematics
 5) Use appropriate tools strategically

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		