



EDITION ONE

NORTH DAKOTA SOCIAL EMOTIONAL LEARNING GOALS
CONTENT STANDARDS CROSSWALK

NORTH
DAKOTA
SEL
NETWORK



NORTH DAKOTA SOCIAL EMOTIONAL LEARNING GOALS
CONTENT STANDARDS CROSSWALK

EDITION ONE | September 2021

HOW TO USE THIS DOCUMENT
COMING SOON

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KINDERGARTEN

SELF AWARENESS

1. Recognize and accurately label emotions and identify situations that cause those emotions.

ELA	ELA-00.SL.06: Speak audibly and express thoughts, feelings, and ideas clearly.						
Health	HTL-K2.s1.01: Identify how health behaviors affect mental, emotional, physical and social health.	HTL-K2.s4.01: Demonstrate healthy ways to express needs, wants, feelings and emotions.					
Library/Cyber							
Math							
Music	MUS-00.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-00.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-00.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-00.Pr.04.1a: With guidance, demonstrate and state personal interest in varied musical selections.	MUS-00.Re.07: Anchor Standard 7: Perceive and analyze artistic work.	MUS-00.Re.07.2a: With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MUS-00.Re.09.1a: With guidance, apply personal and expressive preferences in the evaluation of music.
PE	PED-00.S2.01a: Differentiates between movement in personal (self-space) and general space.	PED-00.S3.01: Identifies active play opportunities outside physical education class (to include indoor and outdoor recess).	PED-00.S4.02: Acknowledges responsibility for behavior when prompted.	PED-00.S5.02: Acknowledges that some physical activities are challenging/ difficult.			
Science							
Social Studies							

2. Differentiate between likes and dislikes.

ELA							
Health							
Library/Cyber	K-5.PL.G.4: Demonstrate appreciation and self motivation as a reader by seeking information for personal learning and enjoyment.	K-5.PL.G.8: Display curiosity by pursuing interests through multiple resources.	K-5. PL.G.9: Determine and select materials appropriate to personal abilities and interests.				
Math							
Music	MUS-00.Cn10: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.						
PE							
Science							
Social Studies							

SELF AWARENESS

3. Accept failure and demonstrate the ability to recover from perceived failures

ELA							
Health							
Library/Cyber	CSC-00.PSA.2: Use trial and error in attempt to solve a problem.	CSC-00.TS_T.1: Understand technology systems might not work as expected.	K-5 MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes.	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests.	K-5.PLG.6: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	
Math	MP1: Make sense of problems and persevere in solving them.						
Music	MUS-00.Pr.051a: With guidance, apply personal, teacher, and peer feedback to refine performances.						
PE	PED-00.S4.05: Recognizes the established protocol for class activities.						
Science							
Social Studies							

4. Identify and seek help when appropriate.

ELA							
Health	HTL-K2.s3.02: Identify ways to locate school and community health helpers.	HTL-K2.s5.01: Identify situations when a health related decision is needed.	HTL-K2.s8.01: Make a request to promote personal health.				
Library/Cyber							
Math							
Music	MUS-00-Cr.02-1a: With guidance, demonstrate and choose favorite musical ideas.	MUS-00Cr.03.1a: With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.					
PE	PED-00.S2.04: Identify body parts.	PED-00.S3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	PED-00.S4.03: Follows instruction/ directions when prompted.	PED-00.S5.03a: Identifies physical activities that are enjoyable.			
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information to define a simple problem (a situation people want to change) that can be solved through the development of a new or improved object or tool.						
Social Studies	SST-00.E.04: Identify how community helpers impact others.						

SELF MANAGEMENT

1. Demonstrate self control in a variety of settings (e.g..differentiate between needs and wants, follow school-wide behavior expectations)

ELA	ELA-00.RI.10: Actively engage in group reading activities with purpose and understanding.	ELA-00.RL.10: Actively engage in group reading activities with purpose and understanding.	ELA-00.SL.01: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed upon rules for discussions	ELA-00.SL.04: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	ELA-00.SL.06: Speak audibly and express thoughts, feelings, and ideas clearly.	ELA-00.W.07: Participate in shared research and writing projects.				
Health										
Library/Cyber	CSC-00. DC_RU.1: Discuss positive and negative behaviors when using electronic communication #1	CSC-00. DC_SE.1: With guidance, use technology in safe and correct ways #1								
Math										
Music	MUS-00.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-00.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-00.Cr.03.1a: With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	MUS-00.Cr.03.2a: With guidance, demonstrate a final version of personal musical ideas to peers.	MUS-00. Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-00.Pr.04.2a: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	MUS-00.Pr.04.3a: With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	MUS-00.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-00.Pr.06.1a: With guidance, perform music with expression.	MUS-00. Pr.06.1b: Perform appropriately for the audience.

PE	PED-00. S4.03: Follows instructions/ directions when prompted.									
Science										
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-00.E.03: Identify consumer decisions and the difference between needs and wants.								

SELF MANAGEMENT

2. Define stress

ELA							
Health							
Library/Cyber							
Math							
Music							
PE							
Science							
Social Studies							

3. Identify what it means to be responsible and list personal responsibilities.

ELA							
Health							
Library/Cyber	K-5.RU.5: Comply with Acceptable Use Policies*.						
Math							
Music							
PE							
Science							
Social Studies	SST-00.C.06: Describe important rights and responsibilities of citizens/ residents.						

4. Utilize self-talk for the purpose of self-motivation.							
ELA							
Health							
Library/Cyber							
Math							
Music							
PE							
Science							
Social Studies							

SELF MANAGEMENT

5. Identify goals for academic success and classroom behavior.

ELA							
Health							
Library/Cyber							
Math							
Music							
PE							
Science							
Social Studies	SST-00.C.05: Identify ways citizens and/or residents participate in community decision.						

6. Utilize prescribed routines to understand physical and mental organizational strategies.

ELA							
Health							
Library/Cyber							
Math	MP7: Look for and make use of structure.						
Music							
PE							
Science							
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.						

SOCIAL AWARENESS

1. Identify a trusted adult for help when needed.

ELA							
Health							
Library/Cyber							
Math							
Music							
PE							
Science							
Social Studies	SST-00.E.04: Identify how community helpers impact others.						

2. Identify the feelings and perspectives of others.

ELA							
Health							
Library/Cyber							
Math							
Music							
PE	PED.00S4.04: Shares equipment and space with others.						
Science							
Social Studies	SST-00.H.01: Compare perspectives of people in the past to those of people in the present.						

SOCIAL AWARENESS

3. Recognize and acknowledge individual differences in others.

ELA	ELA-00.SL.01: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	ELA-00.SL.01.A: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	ELA-00.SL.01.B: Continue a conversation through multiple exchanges.				
Health							
Library/Cyber	LTS.ES.PLG.01: Recognize cultural differences by engaging with people of other culture	LTS-ES.PLG.02: Recognize that differing opinions exist and respond appropriately					
Math	MP3: Construct viable arguments and critique the reasoning of others.						
Music							
PE	PED.00.S4.02: Acknowledges responsibility for behavior when prompted.						
Science							
Social Studies	SST-00.H.04: Describe United States national holidays or days of observance and the reason they are celebrated.	SST-00.H.06: Demonstrate chronological thinking by describing changes in the community over time.	SST-00.H.07: Explain how individuals and groups have made significant historical changes.				

4. Describe positive qualities in others.

ELA	ELA-00.SL.01: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	ELA-00.SL.01.a: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	ELA-00.SL.01.b: Continue a conversation through multiple exchanges.				
Health							
Library/Cyber							
Math	MP3: Construct viable arguments and critique the reasoning of others.						
Music							
PE	PED. 00.S5.03b: Discusses the enjoyment of playing with friends.						
Science							
Social Studies	SST-00.E.04: Identify how community helpers impact others.						

RELATIONSHIP SKILLS

1. Demonstrate verbal etiquette to foster better communication (e.e. please, thank you, excuse me, etc.)

ELA	ELA-00.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	ELA-00.SL.03: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	ELA-00.SL.06: Speak audibly and express thoughts, feelings, and ideas clearly.				
Health	HTL-K2.s4.01: Demonstrate healthy ways to express needs, wants, feelings and emotions.	HTL-K2.s4.04: Demonstrate ways to tell a trusted adult if threatened or harmed.	HTL-K2.s8.01: Make a request to promote personal health.				
Library/Cyber	CSC-00.DC_RU.2: With guidance, identify appropriate manners while participating in an online community.	K-5.RU.9: Define and use digital etiquette.					
Math							
Music	MUS-00.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work.	MUS-00.Pr.06.1a: With guidance, perform music with expression.	MUS-00.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.	MUS-00.Re.08.1a: With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect the creators' or performers' expressive intent.	MUS-00.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
PE							
Science							
Social Studies	SST-00.C.04: Describe the core values represented by symbols of the United States.	SST-00.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.				

2. Identify opportunities for social participation at home, school and in the community (eg. family meal time, free play, extracurricular activities, diverse peer groups, etc.).

ELA							
Health	HTL-K2.s1.06: Explain how responsibility changes as we grow older.	HTL-K2.s2.01: Identify how family influences personal health behaviors.	HTL-K2.s2.02: Identify what the school can do to support personal health behaviors.	HTL-K2.s6.01: Identify a short-term personal health goal and take action toward achieving the goal.	HTL-K2.s7.01: Demonstrate healthy practices and behaviors to maintain or improve personal health.		
Library/Cyber	K-5.IAI.10: Collaborate with others to exchange	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.					
Math							
Music	MUS-00.Cn.10: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	MUS-00.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-00.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields	MUS-00.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-00.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-00.Pr.06.1b: Perform appropriately for the audience.	MUS-00.Re.07.1a: With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
PE	PED-00.S5.03b: Discusses the enjoyment of playing with friends.						
Science	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.						
Social Studies	SST-00.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-01.C.06: Describe important rights and responsibilities of citizens/ residents.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.				

RELATIONSHIP SKILLS

3. Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.

ELA	ELA-00.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	ELA-00.SL.03: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					
Health	HTL-K2.s6.02: Identify who can help when assistance is needed to achieve a personal health goal.						
Library/Cyber							
Math	MP3: Construct viable arguments and critique the reasoning of others.						
Music	MUS-00.Cr.03.1a: With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	MUS-00.Cr.03.2a: With guidance, demonstrate a final version of personal musical ideas to peers.	MUS-00.Pr.05.1a: With guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-00.Pr.05.1b: With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	MUS-00.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.	MUS-00.Re.09.1a: With guidance, apply personal and expressive preferences in the evaluation of music.	MUS-00.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.
PE							
Science							
Social Studies	SST-00.C.05 Identify ways citizens and/or residents participate in community decisions.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.					

4. Describe approaches for making and keeping friends.

ELA	ELA-00.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.						
Health	HTL-K2.s1.01: Identify how health behaviors affect mental, emotional, physical and social health.	HTL-K2.s1.06: Explain how responsibility changes as we grow older	HTL-K2.s8.02: Encourage peers to make positive health choices.				
Library/Cyber							
Math							
Music							
PE	PED-00.S4.04: Shares equipment and space with others.						
Science							
Social Studies							

RELATIONSHIP SKILLS

5. Identify conflict in various situations.

ELA	ELA-00.SL.03: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Health	HTL-K2.s1.01: Identify how health behaviors affect mental, emotional, physical and social health.	HTL-K2.s1.06: Explain how responsibility changes as we grow older.					
Library/Cyber	CSC-00.DC_RU.1: Discuss positive and negative behaviors when using electronic communication. (CYSEC)	K-5.PLG.2: Recognize that differing opinions exist and respond appropriately.					
Math	MP1: Make sense of problems and persevere in solving them.						
Music							
PE							
Science	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.						
Social Studies	SST-00.H.07: Explain how individuals and groups have made significant historical changes.						

RESPONSIBLE DECISION-MAKING

1. Define a problem.

ELA							
Health	HTL-K2.s5.02: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	HTL-K2.s6.01: Identify a short-term personal health goal and take action toward achieving the goal.					
Library/ Cyber	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.	K-5.PSA.2: Use trial and error in attempt to solve a problem.				
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.						
Music							
PE							
Science	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	SCI-K2.ETS1.01: Ask questions, make observations, and gather information to define a simple problem (a situation people want to change) that can be solved through the development of a new or improved object or tool.					
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-00.C.02: Explain why people form governments.	SST-00.C.03: Identify services provided by the local government and how they affect the lives of its citizens/residents.	SST-00.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.		

2. Explain a problem solving process

ELA	ELA-00.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.						
Health	HTL-K2.s1.04: Identify ways to prevent common childhood injuries	HTL-K2.s5.01: Identify situations when a health-related decision is needed.	HTL-K2.s5.02: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	HTL-K2.s6.01: Identify a short-term personal health goal and take action toward achieving the goal.	HTL-K2.s6.02: Identify who can help when assistance is needed to achieve a personal health goal.	HTL-K2.s7.01: Demonstrate healthy practices and behaviors to maintain or improve personal health.	HTL-K2.s7.02: Demonstrate behaviors that avoid or reduce health risks.
Library/ Cyber							
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.						
Music	MUS-00.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-00.Cr.01.1b: With guidance, generate musical ideas (such as movements or motives).	MUS-00.Cr.02: Anchor Standard 2: Organize and develop artistic ideas and work.	MUS-00.Pr.05.1b: With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.			
PE	PED-00.S5.02: Acknowledges that some physical activities are challenging/difficult.						
Science	SCI-00.ESS3.02: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	SCI-K2.ETS1.01 : Ask questions, make observations, and gather information to define a simple problem (a situation people want to change) that can be solved through the development of a new or improved object or tool.	SCI-K2.ETS1.02: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.			
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-00.C.02: Explain why people form governments.	SST-00.C.03: Identify services provided by the local government and how they affect the lives of its citizens/residents.	SST-00.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-00.H.07: Explain how individuals and groups have made significant historical changes.		

RESPONSIBLE DECISION-MAKING

3. Analyze potential consequences of choices.

ELA	ELA-00.SL.01: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	ELA-00.SL.01.a: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	ELA-00.SL.01.b: Continue a conversation through multiple exchanges.				
Health	HTL-K2.s2.01: Identify how family influences personal health behaviors.	HTL-K2.s2.03: Describe how the media and technology can influence health behaviors.	HTL-K2.s5.02: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.				
Library/Cyber							
Math	MP7: Look for and make use of structure.						
Music	MUS-00.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-00.Cr.03.1a: With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	MUS-00.Pr.04.2a: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	MUS-00.Pr.05.1a: With guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-00.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.		
PE	PED-00.S4.02: Acknowledges responsibility for behavior when prompted.						
Science	SCI-00.ESS3.02: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.					
Social Studies	SST-00.H.07: Explain how individuals and groups have made significant historical changes.						

4. Explain the differences between safe and risky behaviors.

ELA	ELA-00.SL.01: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	ELA-00.SL.01.a: Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	ELA-00.SL.01.b: Continue a conversation through multiple exchanges.	ELA-00.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts.			
Health	HTL-K2.s1.04: Identify ways to prevent common childhood injuries.						
Library/Cyber							
Math							
Music	MUS-00.Pr.04.2a: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.						
PE							
Science	SCI-00.ESS3.02: Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to weather.						
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-00.E.03: Identify consumer decisions and the difference between needs and wants.	SST-00.C.06: Describe important rights and responsibilities of citizens/ residents.				

RESPONSIBLE DECISION-MAKING

5. List age appropriate responsibilities at home and school.

ELA							
Health	HTL-K2.s1.06: Explain how responsibility changes as we grow older.						
Library/Cyber							
Math							
Music	MUS-00.Pr.06.1b: Perform appropriately for the audience.						
PE							
Science	SCI-00.ESS3.03: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.						
Social Studies	SST-00.C.06: Describe important rights and responsibilities of citizens/ residents.	SST-00.E.04: Identify how community helpers impact others.					



1ST GRADE

SELF AWARENESS

1. Recognize and accurately label emotions and identify situations that cause those emotions.

ELA						
Health	HTL-K2.s1.01: Identify how health behaviors affect mental, emotional, physical and social health.	HTL-K2.s4.01: Demonstrate healthy ways to express needs, wants, feelings and emotions.				
Library/Cyber						
Math	MUS-01.Cr.03.2a: With limited guidance, convey expressive inten for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-01.Pr.04.3a: Demonstrate and describe music's expressive qualities (such as dynamics and tempo) that support the creators' expressive intent.	MUS-01.Pr.06: Anchor Standard: Convey meaning through the presentation of artistic work .	MUS-01.Pr.06.1a: With limited guidance, perform music for a specific purpose with expression.	MUS-01.Re.08: Anchor Standard: Interpret intent and meaning in artistic work.	MUS-01.Re.08.1a: With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect the creators' or performers' expressive intent.
Music						
PE	PED-01.S3.01: Discuss the benefits of being active and exercising and/or playing.	PED-01.S4.02: Follows the rules and parameters of the learning enviornment.				
Science						
Social Studies						

2. Differentiate between likes and dislikes.

ELA						
Health						
Library/Cyber	K-5.PLG.4: Demonstrate appreciation and self motivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.8: Display curiosity by pursuing interests through multiple resources.	K-5. PLG.9: Determine and select materials appropriate to personal abilities and interests.			
Math						
Music	MUS-01.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-01.Cr.01: Anchor Standard: Generate and conceptualize artistic ideas and work.	MUS-01.Cr.02.1a: With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	MUS-01.Pr.04: Anchor Standard: Select, analyze, and interpret artistic work for presentation.	MUS-01.Re.07.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	MUS-01.Re.09.1a: With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
PE						
Science						
Social Studies						

SELF AWARENESS

3. Accept failure and demonstrate the ability to recover from perceived failures

ELA						
Health						
Library/Cyber	CSC-01.CT_PSA.1: Solve a problem through trial and error using given materials/resources.	CSC-01.TS_T.1: Understand technology systems might not work as expected and with guidance, use appropriate terminology to describe a problem.	K-5 MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes.	K-5.PLG.6: Demonstrate appreciation and self motivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests.
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.					
Music	MUS-01.Cr.03: Anchor Standard: Refine and complete artistic work.	MUS-01.Cr.03.1a: With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	MUS-01.Pr.05: Anchor Standard: Develop and refine artistic techniques and work for presentation.	MUS-01.Pr.05.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-01.Re.07: Anchor Standard: Perceive and analyze artistic work.	
PE	PED-01.S4.01: Accepts personal responsibility by using equipment and space appropriately	PED-01.S4.03: Responds appropriately to general feedback from the teacher.	PED-01.S4.05: Exhibits the established protocols for class activities.			
Science						
Social Studies						

4. Identify and seek help when appropriate.

ELA						
Health	HTL-K2.s3.02: Identify ways to locate school and community health helpers.	HTL-K2.s5.01: Identify situations when a health related decision is needed.	HTL-K2.s8.01: Make a request to promote personal health.			
Library/Cyber	CSC-01.DC_RU.2: Discuss reporting inappropriate electronic content. (CYSEC)					
Math						
Music	MUS-01.Pr.05.1b: With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.					
PE	PED-01.S5.03b: Discusses personal reasons for enjoying physical activities (the why).					
Science						
Social Studies	SST-01.E.04: Identify how community helpers impact others.					

SELF MANAGEMENT

1. Demonstrate self control in a variety of settings (e.g..differentiate between needs and wants, follow school-wide behavior expectations)

ELA	ELA-01.SL.01: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	ELA-01.SL.04: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	ELA-01.W.07: Participate in shared research and writing projects.							
Health										
Library/Cyber	CSC-01.DC_RU.4: Comply with Acceptable Use policies.	CSC-01.DC_SE.1: Identify how to use technology in safe and correct ways.								
Math										
Music	MUS-01. Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-01. Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-01. Cr.03.1a: With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	MUS-01. Cr.03.2a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-01. Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-01. Pr.04.2a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MUS-01. Pr.04.3a: Demonstrate and describe music's expressive qualities (such as dynamics and tempo) that support the creators' expressive intent.	MUS-01. Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-01. Pr.06.1a: With limited guidance, perform music for a specific purpose with expression.	MUS-01. Pr.06.1b: Perform appropriately for the audience and purpose.

PE	PED-01.S4.01: Accepts personal responsibility by using equipment and space appropriately.	PED-01.S4.05: Exhibits the established protocols for class activities	PED-01.S5.02: Recognizes that challenge in physical activities can lead to improvement.	PED-01.S5.02a: Describes positive feelings that result from participating in physical activities.	PED-01.S5.03b: Discusses personal reasons for enjoying physical activities (the why).					
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	SCI-01.LS1.01: Construct an evidence-based argument with the use of a drawing or a model that illustrates how structures of plants or animals help them survive in their habitat.								
Social Studies	SST-01.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-01.E.03: Identify consumer decisions and the difference between needs and wants.								

SELF MANAGEMENT

2. Define stress

ELA						
Health						
Library/Cyber						
Math						
Music						
PE						
Science						
Social Studies						

3. Identify what it means to be responsible and list personal responsibilities.

ELA						
Health						
Library/Cyber	K-5.RU.5: Comply with Acceptable Use Policies*.					
Math	MUS-01.Cr.03 Anchor Standard 3: Refine and complete artistic work.	MUS-01.Pr.05.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-01.Pr.06.1b: Perform appropriately for the audience and purpose.			
Music						
PE						
Science						
Social Studies	SST-01.C.06: Describe important rights and responsibilities of citizens/residents.					

4. Utilize self-talk for the purpose of self-motivation.

ELA						
Health						
Library/Cyber						
Math						
Music	MUS-01.Pr.05.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-01.Pr.05.1b: With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	MUS-01.Re.09 Anchor Standard 9: Apply criteria to evaluate artistic work.			
PE						
Science						
Social Studies						

SELF MANAGEMENT

5. Identify goals for academic success and classroom behavior.

ELA								
Health								
Library/ Cyber								
Math								
Music	MUS-01.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-01.Cr.01.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	MUS-01.Cr.01.1b: With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple)	MUS-01.Cr.02: Anchor Standard 2: Organize and develop artistic ideas and work.	MUS-01.Cr.02.1a: With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.	MUS-01.Cr.02.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	MUS-01.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-01.Cr.03.1a: With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
	MUS-01.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-01.Pr.04.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MUS-01.Pr.04.2a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MUS-01.Pr.04.2b: When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	MUS-01.Pr.04.3a: Demonstrate and describe music's expressive qualities (such as dynamics and tempo) that support the creators' expressive intent.	MUS-01.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-01.Pr.06.1a: With limited guidance, perform music for a specific purpose with expression.	MUS-01. Pr.06.1b: Perform appropriately for the audience and purpose.
	MUS-01.Re.07.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	MUS-01.Re.07.2a: With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	MUS-01.Re.08.1a: With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect the creators' or performers' expressive intent.	MUS-01.Re.09.1a: With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	MUS-01.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-01.Cn.10.2a: Incorporate traditional and emerging technologies to create, perform and respond to music.	MUS-01.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	

PE								
Science								
Social Studies	SST-01.C.05: Identify ways citizens and/ or residents participate in community decision.							

6. Utilize prescribed routines to understand physical and mental organizational strategies.

ELA								
Health								
Library/Cyber								
Math	Mathematical Practice 7: Look for and make use of structure.							
Music	MUS-01.Cr.01.1a: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.	MUS-01.Cr.02.1b: With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	MUS-01.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-01.Re.07: Anchor Standard 7: Perceive and analyze artistic work.				
PE								
Science								
Social Studies	SST-01.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.							

SOCIAL AWARENESS

1. Identify a trusted adult for help when needed.

ELA					
Health					
Library/Cyber					
Math					
Music					
PE	PED-01.S4.03: Responds appropriately to general feedback from the teacher.				
Science					
Social Studies	SST-01.E.04: Identify how community helpers impact others.				

2. Identify the feelings and perspectives of others.

ELA					
Health					
Library/Cyber					
Math					
Music					
PE					
Science					
Social Studies	SST-01.H.01: Compare perspectives of people in the past to those of people in the present.				

3. Recognize and acknowledge individual differences in others.

ELA					
Health					
Library/Cyber	LTS.ES.PLG.01: Recognize cultural differences by engaging with people of other culture.	LTS-ES.PLG.02: Recognize that differing opinions exist and respond appropriately.			
Math					
Music					
PE					
Science					
Social Studies	SST-01.H.04: Describe United States national holidays or days of observance and the reason they are celebrated.	SST-01.H.07: Explain how individuals and groups have made significant historical changes.			

4. Describe positive qualities in others.

ELA					
Health					
Library/Cyber					
Math					
Music					
PE					
Science					
Social Studies	SST-01.E.04: Identify how community helpers impact others.				

RELATIONSHIP SKILLS

1. Demonstrate verbal etiquette to foster better communication (e.e. please, thank you, excuse me, etc.)

ELA	ELA-01.L.06: Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	ELA-01.SL.01: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	ELA-01.SL.03: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
Health	HTL-K2.s4.01: Demonstrate healthy ways to express needs, wants, feelings and emotions.	HTL-K2.s4.04: Demonstrate ways to tell a trusted adult if threatened or harmed.	HTL-K2.s8.01: Make a request to promote personal health.		
Library/Cyber	CSC-01.DC_RU.1: Identify positive and negative behaviors when using electronic communication. (CYSEC)	K-5.RU.9: Define and use digital etiquette.			
Math					
Music	MUS-01.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work.	MUS-01.Pr.06.1a: With limited guidance, perform music for a specific purpose with expression.	MUS-01.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.	MUS-01.Re.08.1a: With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect the creators' or performers' expressive intent.	MUS-01.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
PE	PED-01.S4.04: Works independently with others in a variety of class environments.				
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.				
Social Studies	SST-01.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-01.C.07: Explain and/or participate in a project to help or inform others about an issue.			

2. Identify opportunities for social participation at home, school and in the community (eg. family meal time, free play, extracurricular activities, diverse peer groups, etc.).

ELA								
Health								
Library/Cyber	K-5.IAI.10: Collaborate with others to exchange ideas.	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.						
Math								
Music	MUS-01.Cn.10: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	MUS-01.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-01.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MUS-01.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-01.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-01.Pr.04.1a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MUS-01.Pr.06.1b: Perform appropriately for the audience and purpose.	MUS-01.Re.07.1a: With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
PE	PED-01.S4.02: Follows the rules and parameters of the learning environment.							
Science								
Social Studies	SST-01.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-01.C.06: Describe important rights and responsibilities of citizens/ residents.	SST-01.C.07: Explain and/or participate in a project to help or inform others about an issue.					

RELATIONSHIP SKILLS

3. Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.

ELA							
Health							
Library/Cyber	CSC-01.CS_SI.1: With guidance, use technology to share thinking with peers.						
Math	MP3: Construct viable arguments and critique the reasoning of others.						
Music	MUS-01.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-01.Cr.03.1a: With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	MUS-01.Cr.03.2a: With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-01.Pr.05.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances	MUS-01.Pr.05.1b: With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	MUS-01.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.	MUS-01.Re.09.1a: With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
PE							
Science							
Social Studies	SST-01.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-01.C.07: Explain and/or participate in a project to help or inform others about an issue.					

4. Describe approaches for making and keeping friends.

ELA							
Health							
Library/Cyber							
Math							
Music							
PE							
Science							
Social Studies							

5. Identify conflict in various situations.

ELA							
Health							
Library/Cyber	CSC-01.DC_RU.1: Identify positive and negative behaviors when using electronic communication. (CYSEC)	K-5.PLG.2: Recognize that differing opinions exist and respond appropriately.					
Math							
Music							
PE							
Science							
Social Studies	SST-01.H.07: Explain how individuals and groups have made significant historical changes.						

RESPONSIBLE DECISION-MAKING

1. Define a problem.

ELA					
Health	HTL-K2.s5.02: Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	HTL-K2.s6.01: Identify a short-term personal health goal and take action toward achieving the goal.			
Library/Cyber	CSC-01.CT_PSA.1: Solve a problem through trial and error using given materials/resources.	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.		
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.				
Music					
PE	PED-01.S3.06: Differentiates between healthy and unhealthy foods.	PED-01.S4.01: Accepts personal responsibility by using equipment and space appropriately.	PED-01.S4.06: Follows teacher directions for safe participation and proper use of equipment and space with minimal reminders.	PED-01.S5.01: Identifies physical activity as a component of good health.	
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	SCI-01.LS1.01: Construct an evidence-based argument with the use of a drawing or a model that illustrates how structures of plants or animals help them survive in their habitat.			
Social Studies	SST-01.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-01.C.02: Explain why people form governments.	SST-01.C.03: Identify services provided by the local government and how they affect the lives of its citizens/residents.	SST-01.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-01.C.07: Explain and/or participate in a project to help or inform others about an issue.

2. Explain a problem solving process

ELA					
Health					
Library/Cyber					
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.				
Music	MUS-01.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-01.Cr.01.1b: With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	MUS-01.Cr.02: Anchor Standard 2: Organize and develop artistic ideas and work.	MUS-01.Pr.05.1b: With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	
PE					
Science					
Social Studies	SST-00.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-00.C.02: Explain why people form governments.	SST-01.C.03: Identify services provided by the local government and how they affect the lives of its citizens/residents.	SST-00.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-00.H.07: Explain how individuals and groups have made significant historical changes.

RESPONSIBLE DECISION-MAKING

3. Analyze potential consequences of choices.

ELA					
Health					
Library/Cyber					
Math	Mathematical Practice 2: Reason abstractly and quantitatively.				
Music	MUS-01.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-01.Cr.03.1a: With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	MUS-01.Pr.04.2a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	MUS-01.Pr.05.1a: With limited guidance, apply personal, teacher, and peer feedback to refine performances.	MUS-01.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-01.S4.02: Follows the rules and parameters of the learning environment.				
Science					
Social Studies	SST-01.H.07: Explain how individuals and groups have made significant historical changes.				

4. Explain the differences between safe and risky behaviors.

ELA					
Health					
Library/Cyber					
Math					
Music	MUS-01.Pr.04.2a: With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.				
PE					
Science					
Social Studies	SST-01.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-01.C.06: Describe important rights and responsibilities of citizens/residents.	SST-01.E.03: Identify consumer decisions and the difference between needs and wants.		

5. List age appropriate responsibilities at home and school.

ELA					
Health					
Library/Cyber					
Math					
Music	MUS-01.Pr.06.1b: Perform appropriately for the audience and purpose.				
PE					
Science					
Social Studies	SST-01.C.06: Describe important rights and responsibilities of citizens/residents.	SST-01.E.04: Identify how community helpers impact others.			



2ND GRADE

SELF AWARENESS

1. Recognize and accurately label emotions and identify situations that cause those emotions.

ELA	ELA-02.RL.03: Describe settings and how characters in a story, respond to major events and challenges.	ELA-02.W.03: Write narratives in which they recount a well-elaborated event or short sequence of events, Include details to Describe actions, thoughts, and feelings, Use temporal words to signal event order, and provide a sense of closure.				
Health	HTL-K2.s1.01: Identify how health behaviors affect mental, emotional, physical and social health.	HTL-K2.s4.01: Demonstrate healthy ways to express needs, wants, feelings and emotions.				
Library/Cyber						
Math						
Music	MUS-02.Cr.03.2a: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-02.Pr.04: Anchor Standard: Select, analyze, and interpret work for presentation.	MUS-02.Pr.04.3a: Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	MUS-02.Pr.06: Anchor Standard: Convey meaning through the presentation of artistic work.	MUS-02.Re.07.1a: Demonstrate and describe how personal interests and experiences influence musical selection for specific purpose.	MUS-02.Re.081a: Demonstrate knowledge of music concepts and how they support creators' or performers' expressive intent.
PE						
Science						
Social Studies						

2. Differentiate between likes and dislikes.

ELA	ELA-02.W.01: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, Use linking words to connect opinion and reasons, and provide a concluding statement or section.	ELA-02.W.03: Write narratives in which they recount a well-elaborated event or short sequence of events, Include details to Describe actions, thoughts, and feelings, Use temporal words to signal event order, and provide a sense of closure.				
Health						
Library/ Cyber	K-5.PLG.4: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.8: Display curiosity by pursuing interests through multiple resources.	K-5. PLG.9: Determine and select materials appropriate to personal abilities and interests.			
Math						
Music	MUS-02.Cr.01: Anchor Standard: Generate and conceptualize artistic ideas and work.	MUS-02.Cr.02.1a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.	MUS-02.Re.09.1a: Apply personal and expressive preferences in the evaluation of music for specific purposes.			
PE						
Science						
Social Studies						

SELF AWARENESS

3. Accept failure and demonstrate the ability to recover from perceived failures

ELA						
Health						
Library/Cyber	CSC-02.TS_T.1: Understand technology systems might not work as expected and independently use appropriate terminology to describe a problem.	K-5 MTL.4: Troubleshoot minor technology systems and applications with guidance.	"K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes."	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests.	K-5.PLG.6: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.					
Music	MUS-02.Cn.10.1a: Demonstrate how interest, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.	MUS-02.Pr.04.1a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.				
PE	PED-02.S4.02: Accepts responsibility for class protocols with behavior and performance actions.	PED-02.S4.03: Accepts specific corrective feedback from the teacher.				
Science	SCI-K2.ETS1.02: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.					
Social Studies						

4. Identify and seek help when appropriate.

ELA	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.					
Health	HTL-K2.s3.02: Identify ways to locate school and community health helpers.	HTL-K2.s5.01: Identify situations when a health related decision is needed.	HTL-K2.s8.01: Make a request to promote personal health.			
Library/Cyber	CSC-02.DC_RU.2: Know and identify how to report concerns regarding online content and behaviors. (CYSEC)					
Math						
Music	MUS-02.Cr.03.1a: Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	MUS-02.PR.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-02.PR.05.1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	MUS-02.Pr.05.1b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.		
PE						
Science						
Social Studies	SST-02.E.04: Identify how community helpers impact others.					

SELF MANAGEMENT

1. Demonstrate self control in a variety of settings (e.g., differentiate between needs and wants, follow school-wide behavior expectations)

ELA	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					
Health						
Library/Cyber	CSC-02.DC_RU.4: Comply with Acceptable Use Policies.	CSC-02.DC_SE.1: Explain how to use technology in safe and correct ways.				
Math						
Music	MUS-02.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-02.Cr.03.2a: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-02.Pr.06.1a: Perform music for a specific purpose with expression and technical accuracy.	MUS-02.Pr.06.1b: Perform appropriately for the audience and purpose.		
PE	PED-02.S2.03: Varies time and force with gradual increases and decreases	PED-02.S4: Accepts responsibility for class protocols with behavior and performance actions	PED-02.S4.01: Practices skills and minimal teacher prompting	PED-02.S4.05: Recognizes the role of rules and etiquette in teacher-designed physical activities.	PED-02.s4.06a: Works independently and safely in physical education	PED-02.s4.06b: Works safely with physical education equipment.
Science						
Social Studies	SST-02.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-02.E.03: Identify consumer decisions and the difference between needs and wants.				

2. Define stress

ELA	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.L.04: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
Health						
Library/Cyber						
Math						
Music						
PE						
Science						
Social Studies						

SELF MANAGEMENT

3. Identify what it means to be responsible and list personal responsibilities.

ELA	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.					
Health						
Library/Cyber	K-5.RU.5: Comply with Acceptable Use Policies*.					
Math						
Music	MUS-02.Pr.05.1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	MUS-02.Pr.06.1b: Perform appropriately for the audience and purpose.				
PE						
Science						
Social Studies	SST-02.C.06: Describe important rights and responsibilities of citizens/ residents.					

4. Utilize self-talk for the purpose of self-motivation.

ELA	ELA-02.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
Health						
Library/Cyber	Mathematical Practice 1: Make sense of problems and persevere in solving them.					
Math	MUS-02.Cr.03: Evaluate, refine and complete artistic work.	MUS-02.Pr.05.1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	MUS-02.Pr.05.1b: Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.			
Music						
PE						
Science						
Social Studies	PS:A1.6: I can tell the difference between tattling and reporting.	A.B2.6/A.A1.4: I can explain how doing my personal best helps me.	PS.C1.10: I can show three ways to calm down.			

SELF MANAGEMENT

5. Identify goals for academic success and classroom behavior.

ELA						
Health						
Library/Cyber						
Math						
Music	MUS-02.Cn.10.2a: Incorporate traditional and emerging technologies to create, perform and respond to music.	MUS-02.Pr.06.1a: Perform music for a specific purpose with expression and technical accuracy.	MUS-02.Pr.06.1b: Perform appropriately for the audience and purpose.			
PE						
Science						
Social Studies	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.					

6. Utilize prescribed routines to understand physical and mental organizational strategies.

ELA						
Health						
Library/Cyber						
Math	Mathematical Practice 7: Look for and make use of structure.					
Music	MUS-02.Cr.02: Organize and develop artistic ideas and work.	MUS-02.Re.08.1a: Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.				
PE						
Science						
Social Studies	SST-02.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.					

SOCIAL AWARENESS

1. Identify a trusted adult for help when needed.

ELA	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
Health				
Library/Cyber				
Math				
Music				
PE	PED-02.S4.03: Accepts specific corrective feedback from the teacher			
Science				
Social Studies	SST-02.E.04: Identify how community helpers impact others.			

2. Identify the feelings and perspectives of others.

ELA	ELA-02.RL.06: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELA-02.RL.07: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Health				
Library/Cyber				
Math				
Music	MUS-02.Cr.03.1a: Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	MUS-02.Pr.04.1a: Demonstrate and explain personal interest in, knowledge about, and purpose of va	MUS-02.Pr.04.3a: Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	MUS-02.Pr.06.1a: Perform music for a specific purpose with expression and technical accuracy.
PE				
Science				
Social Studies	SST-02.H.01: Compare perspectives of people in the past to those of people in the present.			

SOCIAL AWARENESS

3. Recognize and acknowledge individual differences in others.

ELA	ELA-02.RL.06: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	ELA-02.RL.09: Compare and contrast two or more versions of the same story by different authors or from different cultures.			
Health					
Library/Cyber	CSC-02.TS_HS.3: Recognize users have different technology needs and preferences.	LTS-ES.PLG.01: Recognize cultural differences by engaging with people of other culture	LTS-ES.PLG.02: Recognize that differing opinions exist and respond appropriately		
Math					
Music	MUS-02.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MUS-02.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.			
PE					
Science					
Social Studies	SST-01.H.04: Describe United States national holidays or days of observance and the reason they are celebrated.	SST-01.H.07: Explain how individuals and groups have made significant historical changes.			

4. Describe positive qualities in others.

ELA	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.RL.03: Describe settings and how characters in a story, respond to major events and challenges.			
Health					
Library/Cyber					
Math					
Music					
PE	PED 02.S5.02: Compares physical activities that bring confidence and challenge				
Science					
Social Studies	SST-01.E.04: Identify how community helpers impact others.				

RELATIONSHIP SKILLS

1. Demonstrate verbal etiquette to foster better communication (e.e. please, thank you, excuse me, etc.)

ELA	ELA-02.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	ELA-02.SL.06: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Health					
Library/ Cyber	CSC-02.DC_RU.1: Explain positive and negative behaviors when using electronic communication. (CYSEC)	K-5.RU.9: Define and use digital etiquette.			
Math					
Music	MUS-02.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	MUS-02.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work	MUS-02.Pr.06.1a: Perform music for a specific purpose with expression and technical accuracy.	MUS-02.Re.08.1a: Demonstrate knowledge of music concepts and how they support creators' or performers' expressive intent.	
PE					
Science					
Social Studies	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-02.C.07: Explain and/or participate in a project to help or inform others about an issue.			

2. Identify opportunities for social participation at home, school and in the community (eg. family meal time, free play, extracurricular activities, diverse peer groups, etc.).

ELA	ELA-02.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	ELA-02.SL.04: Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences.	
Health					
Library/Cyber	CSC-02.CS_SI.1: With guidance, use technology to communicate with others outside of the classroom.	K-5.IAI.10: Collaborate with others to exchange ideas.	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.		
Math					
Music	MUS-02.Pr.04.1a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selection.	MUS-02.Pr.06.1b: Perform appropriately for the audience and purpose.			
PE					
Science					
Social Studies	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-02.C.06: Describe important rights and responsibilities of citizens/ residents.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.		

RELATIONSHIP SKILLS

3. Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.

ELA	ELA-02.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA-02.SL.03: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
Health					
Library/Cyber					
Math	3. Construct viable arguments and critique the reasoning of others.				
Music	MUS-02.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-02.Cr.03.1a: Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	MUS-02.Cr.03.2a: Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	MUS-02.Pr.05.1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	MUS-02.Re.09.1a: Apply personal and expressive preferences in the evaluation of music for specific purposes.
PE	PED-02.S4.02: Accepts responsibility for class protocols with behavior and performance actions.				
Science					
Social Studies	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-00.C.07: Explain and/or participate in a project to help or inform others about an issue.			

4. Describe approaches for making and keeping friends.

ELA	ELA-02.SL.01: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	ELA-02.SL.04: Tell a story or recount an experience with appropriate facts and relevance, descriptive details, speaking audibly in coherent sentences.			
Health					
Library/Cyber					
Math					
Music					
PE	PED-02.S4.04: Works independently with others in partner environments.				
Science					
Social Studies					

5. Identify conflict in various situations.

ELA	ELA-02.RL.01: Ask and answer who, what, where, when, why, and how questions to Demonstrate understanding of key/supporting details in a text before, during, and after reading				
Health					
Library/Cyber	CSC-02.DC_RU.1: Explain positive and negative behaviors when using electronic communication. (CYSEC)	CSC-02.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.	K-5.PLG.2: Recognize that differing opinions exist and respond appropriately.		
Math					
Music					
PE					
Science					
Social Studies	SST-02.H.07: Explain how individuals and groups have made significant historical changes.				

RESPONSIBLE DECISION-MAKING

1. Define a problem.

ELA	ELA-02.RL.01: Ask and answer who, what, where, when, why, and how questions to Demonstrate understanding of key/supporting details in a text before, during, and after reading.				
Health					
Library/Cyber	CSC-02.CT_PSA.1: Use problem solving steps: understanding the task, considering various strategies, isolate and debug.	CSC-02.CT_PSA.2: Break a task into smaller steps to identify patterns or solve the problem.	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.	
Math	MAT-02.OA.01: Use strategies to add and subtract within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Mathematical Practice 1: Make sense of problems and persevere in solving them.			
Music					
PE					
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	SCI-K2.ETS1.03: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.			
Social Studies	SST-02.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-02.C.02: Explain why people form governments.	SST-02.C.03: Identify services provided by the local government and how they affect the lives of its citizens/ residents.	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-02.C.07: Explain and/ or participate in a project to help or inform others about an issue.

2. Explain a problem solving process

ELA	ELA-02.RL.01: Ask and answer who, what, where, when, why, and how questions to Demonstrate understanding of key/supporting details in a text before, during, and after reading.	ELA-02.RL.03: Describe settings and how characters in a story, respond to major events and challenges.				
Health						
Library/Cyber						
Math	MAT-02.OA.01: Use strategies to add and subtract within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Mathematical Practice 1: Make sense of problems and persevere in solving them.				
Music	MUS-02.Pr.05.1b: Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.					
PE						
Science	SCI-K2.ETS1.01: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	SCI-K2.ETS1.02: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	SCI-K2.ETS1.03: Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	SCI-02.ESS2.01: Compare and contrast multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	SCI-02.LS2.01: Plan and investigate to determine if plants need sunlight and water to grow.	
Social Studies	SST-02.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-02.C.02: Explain why people form governments.	SST-02.C.03: Identify services provided by the local government and how they affect the lives of its citizens/residents.	SST-02.E.03: Identify consumer decisions and the difference between needs and wants.	SST-02.C.05: Identify ways citizens and/or residents participate in community decisions.	SST-02.H.07: Explain how individuals and groups have made significant historical changes.

RESPONSIBLE DECISION-MAKING

3. Analyze potential consequences of choices.

ELA	ELA-02.RL.02: recount stories from a variety of genres and diverse cultures, and determine their central message, lesson, or moral. central message = can be theme, a moral, or a specific kind of lesson to be learned.	ELA-02.RL.03: Describe settings and how characters in a story, respond to major events and challenges.			
Health					
Library/Cyber					
Math	Mathematical Practice 2: Reason abstractly and quantitatively.				
Music	MUS-02.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-02.Cr.03.1a: Interpret and apply personal, peer, and teacher feedback to revise personal musical ideas.	MUS-02.Pr.04.2a: Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	MUS-02.Pr.05.1a: Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.	MUS-02.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-02.S4.05: Recognizes the role of rules and etiquette in teacher-designed physical activities.				
Science					
Social Studies	SST-02.H.07: Explain how individuals and groups have made significant historical changes.				

4. Explain the differences between safe and risky behaviors.

ELA	ELA-02.RL.03: Describe settings and how characters in a story, respond to major events and challenges.	ELA-02.W.01: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, Use linking words to connect opinion and reasons, and provide a concluding statement or section.			
Health					
Library/Cyber					
Math					
Music					
PE	PED-02.S4.06a: Works independently and safely in physical education.				
Science					
Social Studies	SST-02.C.01: Explain reasons for, and purposes of, rules, laws, and positions of authority.	SST-02.C.06: Describe important rights and responsibilities of citizens/ residents.	SST-02.E.03: Identify consumer decisions and the difference between needs and wants.		

5. List age appropriate responsibilities at home and school.

ELA					
Health					
Library/Cyber					
Math					
Music	MUS-02.Pr.06.1b: Perform appropriately for the audience and purpose.				
PE					
Science					
Social Studies	SST-02.C.06: Describe important rights and responsibilities of citizens/ resident	SST-02.E.04: Identify how community helpers impact others			



3RD GRADE

SELF AWARENESS

1. Describe a variety of emotions, and understand how emotions are linked to behavior.							
ELA	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.	ELA-03.W.03.b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
Health	HTL-EL.s1.01: Describe the relationship between health behaviors and social, emotional, physical, and mental health	HTL-EL.s1.02: Identify examples of social, emotional, physical, and mental health.	HTL-EL.s1.03: Describe ways in which a safe and healthy school and community environment can promote personal health.	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s2.03: Identify how peers can influence health behaviors.	HTL-EL.s5.05: Choose a healthy option when making a decision.	HTL-EL.s7.01: Identify responsible personal health behaviors.
Library/Cyber	CSC-03.DC_RU.1: Identify and discuss positive and negative uses of technology and information and their impact.	K-5.RU.9: Define and use digital etiquette.					
Math							
Music	MUS-03.Cr.03.2a: Present the final version of personal created music to others, and explain connection to expressive intent.	MUS-03.Pr.4.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	MUS-03.Pr.04.3a: Demonstrate and describe how intent is conveyed through expressive qualities.	MUS-03.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work.	MUS-03.Pr.06.1a: Perform music with expression and technical accuracy.	MUS-03.Re.08.1a: Demonstrate and describe how the expressive qualities are used in performers interpretations to reflect expressive intent.	
PE	PED-03.S5.03: Reflects on the reasons for enjoying selected physical activities.	PED-03.S5.04: Describes the positive social interactions that come when engaged with others in physical activity.					
Science							
Social Studies	SST-03.E.3: Identify factors that influence saving and spending choices.						

2. Describe interests to pursue and skills to develop.

ELA	ELA-03.SL.03: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA-03.W.07: Conduct short research projects that build knowledge about a topic.	ELA-03.W.08: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				
Health	HTL-EL.s1.06: Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood.						
Library/Cyber	K-5. IAI.1: State the problem or need for information.	K-5. IAI.2: List questions based on a problem or need.	K-5.PLG.4: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.8: Display curiosity by pursuing interests through multiple resources.	K-5. PLG.9: Determine and select materials appropriate to personal abilities and interests.		
Math							
Music	MUS-03.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-03.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.					
PE	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.	PED-03.S4.06: Works independently and safely in physical activity settings	PED-03.S5.03: Reflects on the reasons for enjoying selected physical activities.				
Science							
Social Studies	SST-03.C.7: Develop and implement an action plan to address or inform others about an issue.						

SELF AWARENESS

3. Develop a growth mindset for rigorous situations.

ELA	ELA-03.RF.04: Read with sufficient accuracy and fluency to support comprehension	ELA-03.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	ELA-03.SL.01a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	ELA-03.SL.01c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	ELA-03.SL.01d: Explain their own ideas and understanding in light of the discussion.	ELA-03.W.05: Develop and strengthen writing as needed by planning, revising, and editing.	ELA-03.W.07: Conduct short research projects that build knowledge about a topic.		
Health	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.01: Identify health-related situations that might require a thoughtful decision							
Library/ Cyber	CSC-03.PSA.1: Solve a task by breaking it into smaller pieces.	CSC-03.PSA.2: Debug a program that includes sequencing.	CSC-03.TS_T.1: With guidance, apply basic troubleshooting strategies.	K-5.IAI.2: List questions based on a problem or need.	K-5.MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes.	K-5.MTL.8: Use models and simulations to investigate systems and issues.	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests. (not sure this fits)	K-5.PLG.6: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.

Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.								
Music	MUS-03.Cr3.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback.	MUS-03.Pr.05.1b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.							
PE	PED-03.S3.01b: Identifies physical activity benefits as a way to become healthier.	PED-03.S3.02: Engages in the activities of physical education class without teacher prompting.	PED-03.S4.03: Accepts and implements specific corrective teacher feedback.						
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.								
Social Studies									

SELF AWARENESS

4. Describe an activity or task in which help is needed to be successful.

ELA	ELA-03.SL.06: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.					
Health	HTL-EL.s1.05: Describe when it is important to seek health care.	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.
Library/Cyber	CSC-03.TS_T1: With guidance, apply basic troubleshooting strategies.	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.	K-5.IAI.7: Modify and implement new search strategies based on information gaps with adult guidance.	K-5.MTL.4: Troubleshoot minor technology systems and applications with guidance.	
Math						
Music	MUS-03.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback.	MUS-03.Pr5.1a: Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.				
PE	PED-03.S5.02: Discusses the challenge that comes from learning a new physical activity.					
Science	SCI-03.LS2.01: Construct an argument that some animals form groups that help members survive.					
Social Studies						

SELF MANAGEMENT

1. Apply self-monitoring strategies to regulate emotions.

ELA						
Health	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health	HTL-EL.s7.02: Demonstrate healthy practices and behaviors to maintain or improve personal health.		
Library/Cyber						
Math						
Music	MUS-03.Cn10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music	MUS-03.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.	MUS-03.Re.07.2a: Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).			
PE	PED-03.S3.02: Engages in the activities of physical education class without teacher prompting.	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.	PED-03.S4.02: Works independently for extended periods of time.	PED-03.S4.06: Works independently and safely in physical activity settings.	PED-02.s4.06a: Works independently and safely in physical education	PED-02.s4.06b: Works safely with physical education equipment.
Science						
Social Studies						

SELF MANAGEMENT

2. Identify personal stressors.

ELA						
Health	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s2.03: Identify how peers can influence health behaviors.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health related decision.	
Library/Cyber						
Math						
Music						
PE	PED-03.s3.04: Recognize the importance of warmup and cool-down relative to vigorous physical activity.					
Science						
Social Studies						

3. Display consistent behaviors to meet personal responsibilities.

ELA	ELA-03.RF.04: Read with sufficient accuracy and fluency to support comprehension.	ELA-03.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently	ELA-03.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.				
Health	HTL-EL.s1.04: Describe ways to prevent common childhood injuries and health problems.	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.05: Choose a healthy option when making a decision.	HTL-EL.s7.02: Demonstrate health behaviors to maintain or improve personal health.	HTL-EL.s7.03: Demonstrate health behaviors to avoid or reduce health risks.	
Library/Cyber	CSC-03.DC_RU3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.	CSC-03.DC_RU4: Comply with Acceptable Use Policies.	CSC-03.DC_SE2: Keep authentication methods confidential and be proactive if they are compromised. (CYSEC)	K-5.PLG.3: Demonstrate positive behavior and leadership in group roles in both formal and informal situations.	K-5.RU.4: Demonstrate respect for and proper use of materials and technology.	K-5.RU.5: Comply with Acceptable Use Policies*.	K-5.RU.9: Define and use digital etiquette*.
Math							
Music	MUS-03.Pr6.1a: Perform music for a specific purpose with expression and technical accuracy.	MUS-03.Pr6.1b: Demonstrate performance decorum and audience etiquette appropriate for context and venue.					
PE	PED-03.S3.05: Demonstrates, with teacher direction, the health-related fitness components.	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.	PED-03.S4.06: Works independently and safely in physical activity settings.				
Science							
Social Studies	SST-03.C.5: Describe procedures for making decisions in a variety of settings.	SST-03.C.6: Compare and contrast personal and civic responsibilities and explain why they are important in community life.					

SELF MANAGEMENT

4. Identify internal and/or external motivating factors in a variety of situations.

ELA	ELA-03.RL.02: Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.	ELA-03.RL.06: Distinguish their own point of view from that of the narrator or those of the characters.	ELA-03.W.02b: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. Provide reasons that support the opinion.			
Health	HTL-EL.s1.01: Describe the relationship between health behaviors and social, emotional, physical, and mental health.	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s2.02: Identify the influence of culture on health behaviors.	HTL-EL.s2.03: Identify how peers can influence health behaviors.	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s2.05: Explain how media and technology influences personal health behaviors.	HTL-EL.s8.02: Encourage others to make positive health choices.
Library/Cyber	CSC-03.DC_RU1: Identify and discuss positive and negative uses of technology and information and their impact.	CSC-03.TS_HS3: Recognize users have different technology needs and preferences.					
Math							
Music	MUS-03.Cr1.1a: Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social).	MUS-03.Pr4.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	MUS-03.Pr4.2c: Describe how context (such as personal and social) can inform a performance.	MUS-03.Re7.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.	MUS-03.Re7.2a: Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).		

PE	PED-03.S3.01b: Identifies physical activity benefits as a way to become healthier.	PED-03.S3.02: Engages in the activities of physical education class without teacher prompting.	PED-03.S5.03: Reflects on the reasons for enjoying selected physical activities.				
Science	SCI-03.LS1.01: Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.						
Social Studies	SST-03.C.5: Describe procedures for making decisions in a variety of settings.	SST-03.E.3: Identify factors that influence saving and spending choices.					

SELF MANAGEMENT

5. Apply a goal setting process to work toward goal achievement (e.g. SMART)

ELA						
Health	HTL-EL.s6.01: Set a personal health short-term goal and track progress toward its achievement.					
Library/Cyber	CSC-03.CT_PSA1: Solve a task by breaking it into smaller pieces.	K-5.MTL.3: Perform grade appropriate operations using technology to accomplish a goal.				
Math						
Music						
PE						
Science						
Social Studies	SST-03.C.7: Develop and implement an action plan to address or inform others about an issue.					

6. Identify strategies for planning, prioritizing and managing time.

ELA						
Health	HTL-EL.s6.02: Identify resources to assist in achieving a personal health goal.					
Library/Cyber	CSC-03.CT_PSA1: Solve a task by breaking it into smaller pieces.	K-5.IAI.9: Organize information using technology and other tools.	K-5.IAI.10: Collaborate with others to exchange ideas.	K-5.MTL.2: Select, with guidance, the appropriate technology to accomplish a goal.		
Math	Mathematical Practice 8: Look for and express regularity in repeated reasoning.					
Music						
PE	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.	PED-03.S4.02: Works independently for extended periods of time.				
Science	SCI-03.PS2.04: Define a simple design problem that can be solved by applying scientific ideas about magnets.	SCI-03.ESS2.01: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Science and Engineering Practices 3: Planning and carrying out investigations – Planning and carrying out K-12 investigations to answer questions or test solutions to problems build on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.			
Social Studies	SST-03.C.7: Develop and implement an action plan to address or inform others about an issue.					

SOCIAL AWARENESS

1. Demonstrate appropriate strategies to ask for help in a variety of situations.

ELA	ELA-03.SL.03: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Health	HLT-EL 4.04: Demonstrate how to ask for assistance to enhance personal health.	"HLT-EL 5:02: Analyze when assistance is needed when making a health-related decision."		
Library/Cyber				
Math				
Music				
PE	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.			
Science				
Social Studies				

2. Identify the feelings and perspectives of others.

ELA	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or :feelings) and their actions.	ELA-03.RL.06:Distinguish their own point of view from that of the narrator or those of the characters.	ELA-03.SL.01:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
Health	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s2.03: Identify how peers can influence health behaviors	HLT-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s8.01: Express opinions and give accurate information about health issues.
Library/Cyber	CSC-03.CS_SI2: With guidance, use collaborative technology to seek out diverse perspectives.	K-5.PLG.1: Recognize cultural differences by engaging with people of other cultures.	K-5.PLG.2: Recognize that differing opinions exist and respond appropriately.	
Math	Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.			
Music	MUS-03.Re8.1a: Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.			
PE	PED-03.S4.04b: Recognizes others for their success/effort in movement performance.	PED-03.S5.04: Describes the positive social interactions that come when engaged with others in physical activity.		
Science				
Social Studies	SST-03.H.01: Compare and contrast multiple perspectives during the same time period, event, or historical period.	SST-03.H.02: Describe how people's perspectives shape history.	SST-03.H.3: Describe the North Dakota Native American Essential Understandings.	

SOCIAL AWARENESS

3. Differentiate between static and dynamic personal characteristics, and accept static characteristics.

ELA	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.				
Health					
Library/Cyber	CSC-03.TS_HS3: Recognize users have different technology needs and preferences.	K-5.PLG.1: Recognize cultural differences by engaging with people of other cultures.			
Math	Mathematical Practice 7: Look for and make use of structure.				
Music					
PE	PED-03.S5.01: Discusses the relationship between physical activity and good health.	PED-03.S5.02: Discusses the challenge that comes from learning a new physical activity.			
Science	SCI-03.LS4.02 : Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.				
Social Studies	SST-03.G.04: Explain how North Dakota regions have been influenced by physical and human characteristics.	SST-03.G.06: Explain how United States regions are created from common physical and human characteristics.	SST-03.GH.8: Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.		

4. Demonstrate strategies for working and playing effectively with others.

ELA	ELA-03.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	ELA-03.SL.03: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA-03.SL.06: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Health	HLT-EL 2.03: Identify how peers can influence health behaviors.	HLT-EL 4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL 4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL s8.02: Encourage others to make positive choices.	
Library/Cyber	K-5.IAI.10: Collaborate with others to exchange ideas.	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	K-5.PLG.1: Recognize cultural differences by engaging with people of other cultures.	K-5.PLG.2: Recognize that differing opinions exist and respond appropriately.	K-5.PLG.3: Demonstrate positive behavior and leadership in group roles in both formal and informal situations.
Math					
Music					
PE	PED-03.S4.04a: Works cooperatively with others	PED-03.S4.05: Recognizes the role of rules and etiquette in physical activity with peers			
Science	SCI-03.LS4.03: Construct an argument that some animals form groups that help members survive.				
Social Studies	SST-03.C.05: Describe procedures for making decisions in a variety of settings.	SST-03.C.06: Compare and Contrast personal and civic responsibilities and explain why they are important in community life.	SST-03.C.07: Develop and implement an action plan to address or inform others about an issue.	SST-03.E.4: Describe the necessity and impact of community services.	

RELATIONSHIP SKILLS

1. Demonstrate non-verbal etiquette to foster better communication (e.g. lookinga and leaning, etc.)

ELA	ELA-03.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	ELA-03.SL.01b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	ELA-03.SL.03: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Health	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.			
Library/Cyber	CSC-03.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.	K-5.RU.9: Define and use digital etiquette.		
Math				
Music	MUS-03.Pr.04.3a: Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).	MUS-03.Pr.06.1a: Perform music with expression and technical accuracy.	MUS-03.Re.08.1a: Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.	
PE				
Science				
Social Studies				

2. Analyze social situations at home, school, and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.)

ELA	ELA-03.RL.02: Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.		
Health	HTL-EL.s1.08: Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s2.03: Identify how peers can influence health behaviors.	
Library/Cyber	CSC-03.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	K-5.PLG.1: Recognize cultural differences by engaging with people of other cultures.	K-5.RU.10: Identify safe behaviors in personal electronic communication and interaction.
Math				
Music	MUS-03.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-03.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MUS-03.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-03.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.
	MUS-03.Cr.01.1a: Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).	MUS-03.Pr.04.2c: Describe how context (such as personal and social) can inform a performance.	MUS-03.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context and venue.	MUS-03.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or purposes.
	MUS-03.Re.07.2a: Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).			
PE	PED-03.S4.04b: Recognizes others for their success/effort in movement performance.	PED-03.S4.05: Recognizes the role of rules and etiquette in physical activity with peers.	PED-03.S5.04: Describes the positive social interactions that come when engaged with others in physical activity.	
Science	SCI-03.LS2.01: Construct an argument that some animals form groups that help members survive.	SCI-03.LS4.02 : Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.		
Social Studies	SST-03.H.1: Compare and contrast multiple perspectives during the same time, event, or historical period.	SST-03.H.4: Analyze national holidays or days of observance in the United States and explain how they impact culture.		

RELATIONSHIP SKILLS

3. Demonstrate appropriate strategies for proving and receiving feedback to promote group effectiveness.

ELA	ELA-03.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	ELA-03.SL.03: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	ELA-03.SL.06: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Health	HTL-EL.s8.02: Encourage others to make positive health choices.				
Library/Cyber	CSC-03.CS_SI.2: With guidance, use collaborative technology to seek out diverse perspectives.	K-5.IAI.10: Collaborate with others to exchange ideas.	K-5.IAI.11: Link information and ideas to support a decision or solution.	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	K-5.PLG.3: Demonstrate positive behavior and leadership in group roles in both formal and informal situations.
Math	Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.				
Music	MUS-03.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback.	MUS-03.Pr.05.1a: Apply teacherprovided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.	MUS-03.Pr.05.1b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.	MUS-03.Re.09.1a: Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	
PE	PED-03.S4.03: Accepts and implements specific corrective teacher feedback.	PED-03.S4.04a: Works cooperatively with others.	PED-03.S4.04b: Recognizes others for their success/effort in movement performance.	PED-03.S5.04: Describes the positive social interactions that come when engaged with others in physical activity.	
Science					
Social Studies					

4. Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

ELA	ELA-03.SL.01b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).				
Health	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.		
Library/Cyber	CSC-03.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community.	K-5.RU.9: Define and use digital etiquette.			
Math					
Music					
PE	PED-03.S4.04a: Works cooperatively with others.				
Science					
Social Studies					

5. Differentiate between conflict and bullying.

ELA					
Health	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.				
Library/Cyber	CSC-03.DC_RU.2: Recognize similarities and differences between in-person bullying and cyberbully.	K-5.RU.12: Define cyber bullying and identify prevention strategies.			
Math					
Music					
PE					
Science					
Social Studies					

RESPONSIBLE DECISION-MAKING

1. Identify problems in a variety of situations.

ELA	ELA-03.RL.09: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).				
Health	HTL-EL.s1.04: Describe ways to prevent common childhood injuries and health problems.	HTL-EL.s1.08: Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	HTL-EL.s5.01: Identify health-related situations that might require a thoughtful decision.	HTL-EL.s5.03: List healthy options to health-related issues or problems.	
Library/Cyber	CSC-03.CT_PSA.1: Solve a task by breaking it into smaller pieces.	CSC-03.DC_SE.1: Identify problems that relate to inappropriate use of computing devices and networks. (CYSEC)	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.	
Math	Mathematical Practice 1: Make sense of problems and persevere in solving them.				
Music					
PE					
Science	SCI-03.PS2.04: Simple design problem that can be solved by applying scientific ideas about magnets.				
Social Studies	SST-03.C.07: Develop and implement an action plan to address or inform others about an issue.				

2. Apply strategies to appropriately solve problems.

ELA												
Health	HTL-EL.s1.03: Describe ways in which a safe and healthy school and community environment can promote personal health.	HTL-EL.s1.04: Describe ways to prevent common childhood injuries and health problems.	HTL-EL.s1.05: Describe when it is important to seek health care.	HTL-EL.s3.02: Locate resources from home, school, and community that provide valid health information.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.	HTL-EL.s5.03: List healthy options to health-related issues or problems.	HTL-EL.s5.04: Predict the potential outcomes of each option when making a healthrelated decision.	HTL-EL.s5.05: Choose a healthy option when making a decision.
Library/ Cyber	CSC-03.CT_PSA1: Solve a task by breaking it into smaller pieces.	CSC-03.CT_PSA.2: Debug a program that includes sequencing.	CSC-03.TS_T1: With guidance, apply basic troubleshooting strategies.	K-5.IAI.2: List questions based on a problem or need.	K-5.MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.8: Use models and simulations to investigate systems and issues.						
Math	Mathematical Practice 2: Reason abstractly and quantitatively.	Mathematical Practice 5: Use appropriate tools strategically.										

RESPONSIBLE DECISION-MAKING

2. CONTINUED. Apply strategies to appropriately solve problems.

Music	MUS-03.Pr.05.1b: Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.					
PE	PED-03.S4.05: Recognizes the role of rules and etiquette in physical activity with peers.	PED-03.S5.02: Discusses the challenge that comes from learning a new physical activity.				
Science	SCI-03.PS2.04: Simple design problem that can be solved by applying scientific ideas about magnets.	Science and Engineering Practices 1: Asking questions and defining problems				
Social Studies	SST-03.C.05: Describe procedures for making decisions in a variety of settings.	SST-03.C.6: Compare and contrast personal and civic responsibilities and explain why they are important in community life..	SST-03.C.07: Develop and implement an action plan to address or inform others about an issue.			

3. Utilize refusal skills.						
ELA						
Health	HTL-EL.s1.07: Define abstinence in relation to health behaviors.	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.01: Identify health-related situations that might require a decision-making process.	HTL-EL.s5.05: Choose a healthy option when making a decision.	HTL-EL.s5.06: Describe the outcomes of a health-related decision.
Library/Cyber						
Math						
Music						
PE						
Science						
Social Studies	SST-03.C.05: Describe procedures for making decisions in a variety of settings.					

RESPONSIBLE DECISION-MAKING

4. Compare and contrast the potential outcomes of engaging in safe and risky behaviors.

ELA	ELA-03.RL.02: Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	ELA-03.RL.03: Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.	ELA-03.RL.09: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).						
Health	HTL-EL.s1.04: Describe ways to prevent common childhood injuries and health problems.	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.	HTL-EL.s5.03: List healthy options to health-related issues or problems.	HTL-EL.s5.04: Predict the potential outcomes of each option when making a healthrelated decision.	HTL-EL.s5.06: Describe the outcomes of a health-related decision.	HTL-EL.s7.01: Identify responsible personal health behaviors.	HTL-EL.s7.03: Demonstrate health behaviors to avoid or reduce health risks

4. CONTINUED Compare and contrast the potential outcomes of engaging in safe and risky behaviors.

Library/Cyber	CSC-03.DC_RU.1: Identify and discuss positive and negative uses of technology and information and their impact.	K-5.RU.3: Describe plagiarism* and its consequences.	K-5.RU.10: Identify safe behaviors in personal electronic communication and interaction.	K-5.RU.11: Identify safe and unsafe practices for sharing personal information.					
Math	Mathematical Practice 2: Reason abstractly and quantitatively.								
Music									
PE	PED-03.S5.01: Discusses the relationship between physical activity and good health.								
Science									
Social Studies	SST-03.C.05: Describe procedures for making decisions in a variety of settings.	SST-03.C.07: Develop and implement an action plan to address or inform others about an issue.	SST-03.E.3: Identify factors that influence saving and spending choices.						

RESPONSIBLE DECISION-MAKING

5. Demonstrate personal responsibility for decisions.

ELA	HTL-EL.s1.04: Describe ways to prevent common childhood injuries and health problems.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health	HTL-EL.s4.02: Demonstrate refusal skills that avoid or reduce health risks.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.01: Identify health-related situations that might require a thoughtful decision.	HTL-EL.s7.02: Demonstrate health behaviors to maintain or improve personal health.	HTL-EL.s7.03: Demonstrate health behaviors to avoid or reduce health risks.
Health	CSC-03.DC_DI.1: Recognize the permanence of their actions in the digital world.	CSC-03.DC_SE.2: Keep authentication methods confidential and be proactive if they are compromised. (CYSEC)	CSC-03.DC_SE.3: Recognize that data-collection technology can be used to track navigation online. (CYSEC)	K-5.RU.4: Demonstrate respect for and proper use of materials and technology.				
Library/Cyber	Mathematical Practice 6: Attend to precision							
Math	MUS-03.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-03.Cr.03.2a: Present the final version of personal created music to others, and describe connection to expressive intent.	MUS-03.Pr.04.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.	MUS-03.Pr.06.1a: Perform music with expression and technical accuracy.	MUS-03.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context and venue.			
Music	PED-03.S4.01: Exhibits personal responsibility in teacher-directed activities.	PED-03.S4.02: Works independently for extended periods of time.	PED-03.S4.06: Works independently and safely in physical activity settings.					
PE								
Science	SST-03.C.05: Describe procedures for making decisions in a variety of settings.	SST-03.C.06: Compare and contrast personal and civic responsibilities and explain why they are important in community life.	SST-03.C.07: Develop and implement an action plan to address or inform others about an issue.					
Social Studies								



4TH GRADE

SELF AWARENESS

1. Describe a variety of emotions, and understand how emotions are linked to behavior.

ELA	RL 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	W 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				
Health	HTL-EL.s1.01: Describe the relationship between health behaviors and social, emotional, physical, and mental health.	HTL-EL.s1.02: Identify examples of social, emotional, physical, and mental health.	HTL-EL.s1.03: Describe ways in which a safe and healthy school and community environment can promote personal health.	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s5.05: Choose a healthy option when making a decision.	HTL-EL.s7.01: Identify responsible personal health behaviors.
Library/Cyber	CSC-04.CS_SI.1: With guidance, use collaborative technology to interpret diverse perspectives.	CSC-04.CS_SI.2: With guidance, use collaborative technology to interpret diverse perspectives.	CSC-04.CS_SI.3: With guidance, use collaborative technology to interpret diverse perspectives.	CSC-04.DC_RU.1: Discuss basic issues related to the appropriate use of technology and information, and the consequences of inappropriate use.		
Math						
Music	MUS-04.Cr.03.2a: Present the final version of personal created music to others, and explain connection to expressive intent.	MUS-04.Pr.04.3a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities.				
PE	PED-04.S4.02: Reflections on personal social behavior in physical activity.	PED-04.S5.03: Ranks the enjoyment of participating in different physical activities.				
Science						
Social Studies						

2. Describe interests to pursue and skills to develop.

ELA	ELA-04.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.						
Health	HTL-EL.s1.06: Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood.	HLT-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.					
Library/ Cyber	CSC-04.DC_RU.2: Identify strategies for dealing responsibly with cyberbully and reporting inappropriate behavior.	K-5.PLG.4: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.8: Display curiosity by pursuing interests through multiple resources.	K-5.PLG.9: Determine and select materials appropriate to personal abilities and interests.			
Math							
Music	MUS-04.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-04.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work,.	MUS-04.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-04.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	MUS-04.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-04.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	MUS-04.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
PE	PED-04.S3.01: Analyzes opportunities for participating in physical activity outside physical education class.	PED-04.S5.01: Examines the health benefits of participating in physical activity.	PED-04.S5.02: Rates the enjoyment of participating in challenging and mastered physical activities.				
Science							
Social Studies							

SELF AWARENESS

3. Develop a growth mindset for rigorous situations.

ELA	RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Health	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.01: Identify health-related situations that might require a thoughtful decision				
Library/Cyber	K-5 MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes.	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests.	K-5.PLG.6: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.		
Math						
Music						
PE	PED-04.S3.03: Identifies the components of health-related fitness.					
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SCI-EL.ETS1.03: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				
Social Studies						

4. Describe an activity or task in which help is needed to be successful.

ELA	W 2: Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
Health	HTL-EL.s1.05: Describe when it is important to seek health care.	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.	
Library/Cyber	CSC-04.TS_T.1: Continued Growth (With guidance, apply basic troubleshooting strategies.)						
Math							
Music	MUS-04.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.						
PE							
Science	SCI-EL.ETS1.02: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.						
Social Studies							

SELF MANAGEMENT

1. Apply self-monitoring strategies to regulate emotions.

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ELA-04.SL.04: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA-04.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-04.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s7.02: Demonstrate healthy practices and behaviors to maintain or improve personal health.
Library/Cyber				
Math				
Music				
PE	PED-04.S4.05: Exhibits etiquette and adherence to rules in a variety of physical activities.			
Science				
Social Studies				

2. Identify personal stressors.

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly	ELA-04.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-04.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	
Health	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.
Library/Cyber				
Math				
Music				
PE				
Science				
Social Studies				

SELF MANAGEMENT

3. Display consistent behaviors to meet personal responsibilities.

ELA	ELA-04.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
Health				
Library/Cyber				
Math				
Music				
PE				
Science	SCI-EL.ETS1.02: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.			
Social Studies	SST-04.C.05: Describe procedures for making decisions in a variety of settings.	SST-04.C.07: Develop and implement an action plan to address or inform others about an issue.	SST-04.E.03: Identify factors that influence saving and spending choices.	

4. Identify internal and/or external motivating factors in a variety of situations.

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly			
Health				
Library/Cyber				
Math	MAT-04.NBT.05: Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. Illustrate and explain the calculation by using equations, rectangular.	MAT-04.NBT.06: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain.	MAT-04.OA.03: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown.	
Music				
PE				
Science				
Social Studies	SST-04.H.02: Describe how people's perspectives shape history.			

SELF MANAGEMENT

5. Apply a goal setting process to work toward goal achievement (e.g. SMART)

ELA	ELA-04.L.02: Within the context of authentic English writing and speaking.	ELA-04.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening	ELA-04.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-04.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA-04.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA-04.W.05: Develop and strengthen writing as needed by planning, revising, and editing.
Health						
Library/Cyber						
Math						
Music						
PE						
Science	SCI-04.ESS3.02: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	SCI-ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				
Social Studies	SST-04.C.05: Describe procedures for making decisions in a variety of settings.	SST-04.C.07: Develop and implement an action plan to address or inform others about an issue.				

6. Identify strategies for planning, prioritizing and managing time.

ELA	ELA-04.SL.04: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA-04.W.01.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	ELA-04.W.02.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
Health						
Library/Cyber						
Math						
Music						
PE						
Science	SCI-04.PS3.01: Use evidence to construct an explanation relating the speed of an object to the energy of that object.	SCI-04.PS3.02: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	SCI-04.PS3.03: Ask questions and predict outcomes about the changes in energy that occur when objects collide.	SCI-04.PS3.04: Using the engineering design process build a device that converts energy from one form to another.		
Social Studies	SST-04.C.05: Describe procedures for making decisions in a variety of settings.	SST-04.C.07: Develop and implement an action plan to address or inform others about an issue.				

SOCIAL AWARENESS

1. Demonstrate appropriate strategies to ask for help in a variety of situations.

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ELA-04.SL.03: Identify the reasons and evidence a speaker provides to support particular points.			
Health	HLT-EL.s5.05: Choose a healthy option when making a decision.				
Library/Cyber					
Math					
Music					
PE	PED-04.S3.01: Analyzes opportunities for participating in physical activity outside physical education class				
Science	SCI-04.PS3.03: Ask questions and predict outcomes about the changes in energy that occur when objects collide.				
Social Studies					

2. Identify the feelings and perspectives of others.

ELA	ELA-04.L.01: Within the context of authentic English writing and speaking.	ELA-04.L.02: Within the context of authentic English writing and speaking.	ELA-04.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	ELA-04.L.06: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	ELA-04.RI.03: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	ELA-04.RI.06: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	ELA-04.RL.03: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	ELA-04.RL.06: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.	ELA-04.RL.09: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ELA-04.SL.03: Identify the reasons and evidence a speaker provides to support particular points.	ELA-04.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	ELA-4.W.03.b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.		

Health	HLT-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	
Library/ Cyber		
Math		
Music		
PE		
Science	SCI-04.LS1.02: Form an explanation to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different way.	
Social Studies	SST-04.H.01: Compare and contrast multiple perspectives during the same time period, event, or historical period.	SST-04.H.02: Describe how people's perspectives shape history.

SOCIAL AWARENESS

3. Differentiate between static and dynamic personal characteristics, and accept static characteristics.

ELA	ELA-04.RL.03: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	ELA-04.RL.05: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ELA-04.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA-4.W.03.b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.
Health					
Library/Cyber					
Math					
Music					
PE	PED-04.S4.02: Reflects on personal social behavior in physical activity.	PED-04.S4.04a: Recognizes the movement performance of others both more and less skilled.	PED-04.S5.04: Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		
Science	SCI-04.ESS3.02: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	SCI-04.LS1.01: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.			
Social Studies	SST-04.G.04: Explain how North Dakota regions have been influenced by physical and human characteristics.	SST-04.G.06: Explain how United States regions are created from common physical and human characteristics.			

4. Demonstrate strategies for working and playing effectively with others.

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	ELA-04.SL.03: Identify the reasons and evidence a speaker provides to support particular points.	ELA-04.SL.06: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	ELA-04.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-4.W.01.b: Provide reasons that are supported by facts and details.
Health	HLT-EL.s2.03: Identify how peers can influence health behaviors.	HLT-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s8.02: Encourage others to make positive choices.	
Library/Cyber					
Math					
Music					
PE	PED-04.S4.01: Exhibits responsible behavior in independent group situations.				
Science	SCI-04.ESS3.02: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.				
Social Studies	SST-04.C.05: Describe procedures for making decisions in a variety of settings.	SST-04.C.06: Compare and contrast personal and civic responsibilities and explain why they are important in community life.	SST-04.C.07: Develop and implement an action plan to address or inform others about an issue.		

RELATIONSHIP SKILLS

1. Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.)

ELA						
Health						
Library/Cyber	CSC-04.DC.RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth).					
Math						
Music	MUS-04.Cr.02.1a: Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.	MUS-04.Pr.04.3a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	MUS-04.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work.	MUS-04.Pr.06.1a: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	MUS-04.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.	MUS-04.Re.08.1a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
PE	PED-04.S4.01: Exhibits responsible behavior in independent group situations.	PED-04.S4.03: Listens respectfully to corrective feedback from others.	PED-04.S4.04b: Accepts players of all skill levels into the physical activity.			
Science						
Social Studies						

2. Analyze social situations at home, school, and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.)

ELA	ELA-04.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
Health		
Library/Cyber	CSC-04.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth)	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.
Math		

Music	MUS-04.Cn.10: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	MUS-04.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-04.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-04.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-04.Cr.01.1a: Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).	MUS-04.Pr.04.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	MUS-04.Pr.04.2c: Explain how context (such as social and cultural) informs a performance.
	MUS-04.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	MUS-04.Re.07: Anchor Standard 7: Perceive and analyze artistic work.	MUS-04.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MUS-04.Re.07.2a: Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).			
PE	PED-04.S3.01: Analyzes opportunities for participating in physical activity outside physical education class.						
Science							
Social Studies							

RELATIONSHIP SKILLS

3. Demonstrate appropriate strategies for proving and receiving feedback to promote group effectiveness.

ELA								
Health								
Library/Cyber	CSC-04.CS.SI.1: With guidance, use collaborative technology to interpret diverse perspectives.							
Math								
Music	MUS-04.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-04.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-04.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.	MUS-04.Cr.03.2a: Present the final version of personal created music to others, and explain connection to expressive intent.	MUS-04.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-04.Pr.05.1a: Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	MUS-04.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	MUS-04.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-04.S5.04: Describes and compares the positive social interactions when engaged in partner, small-group and large-group physical activities.							
Science	SCI-04.PS4.01: Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.							
Social Studies								

4. Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

ELA		
Health		
Library/Cyber	CSC-04.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth)	K-5.RU.9: Define and use digital etiquette.
Math		
Music	MUS-04.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
PE		
Science		
Social Studies		
Counselor		

5. Differentiate between conflict and bullying.

ELA		
Health	CSC-04.DC_RU.2: Identify strategies for dealing responsibly with cyberbully and reporting inappropriate behavior.	K-5.RU.12: Define cyber bullying and identify prevention strategies.
Library/Cyber		
Math		
Music		
PE		
Science		
Social Studies		

RESPONSIBLE DECISION-MAKING

1. Identify problems in a variety of situations.

ELA	RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI 2: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.	RL 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
Health									
Library/Cyber	CSC-04.CT_PSA.1: Decompose (break down) a large task into smaller, manageable subtasks.	CSC-04.CT_PSA.3: Identify multiple solutions to a task.	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.					
Math	MAT-04.OA.03: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown								

1. CONT. Identify problems in a variety of situations.

Music	MUS-04.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MUS-04.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MUS-04.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-04.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-04.Pr.04.2c: Explain how context (such as social and cultural) informs a performance.	MUS-04.Pr.04.3a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre)	MUS-04.Re.07: Anchor Standard 7: Perceive and analyze artistic work.	MUS-04.Re.07.2a: Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).	MUS-04.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.
PE									
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SCI-EL.ETS1.03: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	SCI-04.ESS3.01: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.						
Social Studies									

RESPONSIBLE DECISION-MAKING

2. Apply strategies to appropriately solve problems.

ELA	RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI 2: Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.	RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Health							
Library/Cyber							
Math	MAT-04.MD.06: Measure angles in whole-number degrees using a protractor. using a protractor and ruler, Draw angles of a specified measure.	MAT-04.NBT.04: Fluently add and subtract multi-digit whole numbers to the one millions place using strategies flexibly, including the standard algorithm.	MAT-04.NBT.05: Using strategies based on place value and the properties of operations, multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. Illustrate and Explain the calculation by using equations, rectangular arrays, and/or area models	MAT-04.NBT.06: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and Explain the calculation by using equations, rectangular arrays, and/or area models.	MAT-04.NF.01: Using visual fraction models, explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$. Use this principle to recognize and generate equivalent fractions.	MAT-04.NF.07: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions.	MAT-04.OA.03: Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown

2. CONT Apply strategies to appropriately solve problems.

Music	MUS-04.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-04.Cr.01.1b: Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	MUS-04.Cr.02: Anchor Standard 2: Organize and develop artistic ideas and work.	MUS-04.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	MUS-04.Re.08.1a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.		
PE							
Science							
Social Studies	SCI-04.ESS3.02: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	SCI-04.PS3.01: Use evidence to construct an explanation relating the speed of an object to the energy of that object.	SCI-04.PS3.02: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	SCI-EL.ETS1.03: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.			

RESPONSIBLE DECISION-MAKING

3. Utilize refusal skills.

ELA	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Health					
Library/Cyber					
Math					
Music					
PE					
Science					
Social Studies					

4. Compare and contrast the potential outcomes of engaging in safe and risky behaviors.

ELA	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W 2: Write informative, explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
Health					
Library/Cyber					
Math					
Music	MUS-04.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-04.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback to show improvement over time.	MUS-04.Pr.04.2a: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	MUS-04.Pr.05.1a: Apply teacherprovided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.	MUS-04.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-04.S4.05: Exhibits etiquette and adherence to rules in a variety of physical activities.				
Science					
Social Studies					

RESPONSIBLE DECISION-MAKING

5. Demonstrate personal responsibility for decisions.

ELA	SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."			
Health				
Library/Cyber				
Math				
Music	MUS-04.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-04.Cr.03.2a: Present the final version of personal created music to others, and explain connection to expressive intent.	MUS-04.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-04.Pr.04.1a: Demonstrate and explain how the selection of music to perform is influenced by personal knowledge, context, and technical skill.
	MUS-04.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-04.Pr.06.1a: Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.	MUS-04.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	
PE				
Science				
Social Studies				



5TH GRADE

SELF AWARENESS

1. Describe a variety of emotions, and understand how emotions are linked to behavior.

ELA	ELA-05.RL.03: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	ELA-05.SL.01: Engage effectively in a range of collaboration discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.SL.04: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
Health	HTL-EL.s1.01: Describe the relationship between health behaviors and social, emotional, physical, and mental health.	HTL-EL.s1.02: Identify examples of social, emotional, physical, and mental health.	HTL-EL.s1.03: Describe ways in which a safe and healthy school and community environment can promote personal health.	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s5.05: Choose a healthy option when making a decision.	HTL-EL.s7.01: Identify responsible personal health behaviors.	
Library/Cyber							
Math							
Music							
PE	PED-05.S4.02a: Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.	PED-05.S4.02b: Exhibits respect for self with appropriate behavior while engaging in physical activity.	PED-05.S5.02: Expresses the enjoyment and/or challenge of participating in a favorite physical activity.	PED-05.S5.03: Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.			
Science							
Social Studies							

2. Describe interests to pursue and skills to develop.

ELA	ELA-05.W.02: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.						
Health	HTL-EL.s1.06: Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.					
Library/Cyber	CSC-05.DC_RU.1: Demonstrate an understanding of the appropriate use of technology and information and the consequences of inappropriate use.	CSC-05.DC_RU.2: Use strategies that prevent and deal responsibly with cyberbully and inappropriate behavior.	K-5.PLG.4: Demonstrate appreciation and self motivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.8: Display curiosity by pursuing interests through multiple resources.	K-5. PLG.9: Determine and select materials appropriate to personal abilities and interests.		
Math							
Music	MUS-05.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-05.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-05.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-05.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation	MUS-05.Re.07.1a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MUS-04.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.	MUS-04.Re.07.1a: Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts
PE	PED-05.S5.01: Compares the health benefits of participating in selected physical activities.						
Science							
Social Studies	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.						

SELF AWARENESS

3. Develop a growth mindset for rigorous situations.

ELA	ELA-05.RI.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	ELA-05.RL.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
Health	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s5.01: Identify health-related situations that might require a thoughtful decision				HTL-EL.s7.01: Identify responsible personal health behaviors.
Library/Cyber	CSC-05.CT_DD.2: Create solutions to problems using a design method.	K-5 MTL.4: Troubleshoot minor technology systems and applications with guidance.	K-5.MTL.6: Apply current knowledge to generate new ideas, products, or processes.	K-5.PLG.6: Demonstrate appreciation and selfmotivation as a reader by seeking information for personal learning and enjoyment.	K-5.PLG.5: Determine and select materials appropriate to personal abilities and interests.	
Math	1: Make sense of problems and persevere in solving them.					
Music	MUS-05.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-05.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.				
PE						
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.					
Social Studies						

4. Describe an activity or task in which help is needed to be successful.

ELA	ELA-05.SL.06: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
Health	HTL-EL.s1.05: Describe when it is important to seek health care.	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.
Library/Cyber	CSC-05.TS_T.1: With guidance, apply basic troubleshooting strategies.(Continued Growth)					
Math						
Music	MUS-05.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback and explain rational for changes.					
PE						
Science						
Social Studies						

SELF MANAGEMENT

1. Apply self-monitoring strategies to regulate emotions.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.SL.04: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health	HTL-EL.s2.04: Describe how the school and community can support personal health practices and behaviors.	HTL-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health	HTL-EL.s7.02: Demonstrate healthy practices and behaviors to maintain or improve personal health.
Library/Cyber				
Math				
Music				
PE	PED-05.S4.02a: Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.			
Science				
Social Studies				

2. Identify personal stressors.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health	HTL-EL.s2.01: Describe how family influences personal health behaviors.	HTL-EL.s4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL.s4.04: Demonstrate how to ask for assistance to enhance personal health.	HTL-EL.s5.02: Analyze when assistance is needed when making a health-related decision.
Library/Cyber				
Math				
Music				
PE	PED-05.S3.04: Identifies the need for warm-up and cooldown relative to various physical activities.			
Science				
Social Studies				

SELF MANAGEMENT

3. Display consistent behaviors to meet personal responsibilities.

ELA	ELA-05.L.01: Within the context of authentic English writing and speaking.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		ELA-05.W.03: Write narratives to Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
Health				HTL-EL.s7.02: Demonstrate healthy practices and behaviors to maintain or improve personal health.		
Library/Cyber						
Math						
Music						
PE						
Science						
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.	SST-05.E.03: Identify factors that influence saving and spending choices.			

4. Identify internal and/or external motivating factors in a variety of situations.

ELA	ELA-05.RI.06: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	ELA-05.RL.02: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	ELA-05.RL.06: Describe how a narrator's or speaker's point of view influences how events are described.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health						
Library/Cyber						
Math						
Music						
PE						
Science	SCI-05.ESS1.01: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	SCI-05.LS1.01: Support an argument that plants get the materials they need for growth chiefly from air and water.				
Social Studies	SST-05.H.02: Describe how people's perspectives shape history.					

SELF MANAGEMENT

5. Apply a goal setting process to work toward goal achievement (e.g. SMART)

ELA	ELA-05.L.02: Within the context of authentic English writing and speaking.	ELA-05.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ELA-05.RF.03: Know and apply grade-level phonics and word analysis skills in decoding words.	ELA-05.RF.04: Read with sufficient accuracy and fluency to support comprehension.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	ELA-05.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Health								
Library/Cyber								
Math								
Music								
PE								
Science	SCI-EL.ETS1.03: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.							
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.						

6. Identify strategies for planning, prioritizing and managing time.

ELA	ELA-05.SL.04: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	ELA-5.W.01.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
Health						
Library/Cyber						
Math	8: Look for and express regularity in repeated reasoning.					
Music						
PE						
Science						
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.				

SOCIAL AWARENESS

1. Demonstrate appropriate strategies to ask for help in a variety of situations.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.SL.03: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
Health	HLT-EL.s5.05: Choose a healthy option when making a decision.				
Library/Cyber					
Math					
Music					
PE					
Science					
Social Studies					

2. Identify the feelings and perspectives of others.

ELA	ELA-05.L.01: Within the context of authentic English writing and speaking.	ELA-05.L.02: within the context of authentic English writing and speaking.	ELA-05.L.03: Use knowledge of language and its conventions when writing, speaking, reading, or listening	ELA-05.L.06: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	ELA-05.RI.06: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	ELA-05.RL.03: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	ELA-05.RL.06; Describe how a narrator's or speaker's point of view influences how events are described.	ELA-05.RL.09: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health	HLT-EL.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.				
Library/Cyber					
Math	3: Construct viable arguments and critique the reasoning of others.				
Music					
PE	PED-05.S5.04: Describes the social benefits gained from participating in physical activity.				
Science					
Social Studies	SST-05.H.01: Compare and contrast multiple perspectives during the same time period, event, or historical period.	SST-05.H.02: Describe how people's perspectives shape history.			

SOCIAL AWARENESS

3. Differentiate between static and dynamic personal characteristics, and accept static characteristics.

ELA	ELA-05.RL.03: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	ELA-05.RL.05: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.03: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Health				
Library/Cyber				
Math	7: Look for and make use of structure.			
Music				
PE	PED-05.S4.04: accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects			
Science	SCI-05.LS2.01: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.			
Social Studies	SST-05.G.04: Explain how North Dakota regions have been influenced by physical and human characteristics.	SST-05.G.06: Explain how United States regions are created from common physical and human characteristics.		

4. Demonstrate strategies for working and playing effectively with others.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.SL.03: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	ELA-05.SL.06: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Health	HLT-EL 2.03: Identify how peers can influence health behaviors.	HLT-EL 4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HLT-EL 4.03: Demonstrate nonviolent strategies to manage or resolve conflict.	HTL-EL s8.02: Encourage others to make positive choices.
Library/Cyber				
Math				
Music				
PE	PED-05.S4.03: Gives corrective feedback respectfully to peers.			
Science	SCI-05.ESS1.01: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	SCI-05.ESS3.01: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	SCI-05.LS1.01: Support an argument that plants get the materials they need for growth chiefly from air and water.	
Social Studies	SST-C.05: Describe procedures for making decisions in a variety of settings.	SST C.06: Compare and Contrast personal and civic responsibilities and explain why they are important in community life.	SST C.07: Develop and implement an action plan to address or inform others about an issue.	

RELATIONSHIP SKILLS

1. Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.)

ELA						
Health						
Library/Cyber	CSC-05.DC.RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth)					
Math						
Music	MUS-05.Cr.02.1a: Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.	MUS-05.Pr.04.3a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	MUS-05.Pr.06: Anchor Standard 6: Convey meaning through the presentation of artistic work.	MUS-05.Pr.06.1a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	MUS-05.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.	MUS-05.Re.08.1a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.
PE	PED-05.S4.04: Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.					
Science						
Social Studies						

2. Analyze social situations at home, school, and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.)

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.					
Health						
Library/ Cyber	CSC-05.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth)	K-5.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.				
Math						

RELATIONSHIP SKILLS

2. CONT Analyze social situations at home, school, and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.)

Music	MUS-05.Cn.10: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	MUS-05.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-05.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-05.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-05.Cr.01.1a: Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).	MUS-05.Pr.04.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.
	MUS-05.Pr.04.2c: Explain how context (such as social, cultural, and historical) informs performances.	MUS-05.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	MUS-05.Re.07: Anchor Standard 7: Perceive and analyze artistic work.	MUS-05.Re.07.1a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	MUS-05.Re.07.2a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	
PE	PED-05.S4.05: Critiques the etiquette involved in rules of various game activities.	PED-05.S5.04: Describes the social benefits gained from participating in physical activity.				
Science	SCI-05.ESS1.01: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	SCI-05.ESS3.01: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	SCI-05.LS1.01: Support an argument that plants get the materials they need for growth chiefly from air and water.			
Social Studies	SST-05.H.01: Compare and contrast multiple perspectives during the same time period, event, or historical period.	SST-05.H.04: Analyze United States national holidays or days of observance and the impact on the culture of the United States.				
Music						
PE						
Science						
Social Studies						

3. Demonstrate appropriate strategies for proving and receiving feedback to promote group effectiveness.

ELA								
Health								
Library/Cyber								
Math	3: Construct viable arguments and critique the reasoning of others.							
Music	MUS-05.Cn.10.3a: Analyze and evaluate the effect of technology on the development of music and performance.	MUS-05.Cr.03: Anchor Standard 3: Refine and complete artistic work.	MUS-05.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacher provided and collaboratively developed criteria and feedback, and explain rationale for changes.	MUS-05.Cr.03.2a: Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	MUS-05.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-05.Pr.05.1a: Apply teacherprovided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	MUS-05.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	MUS-05.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-05.S4.03: Gives corrective feedback respectfully to peers.							
Science	SCI-05.ESS1.01: Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.	SCI-05.LS1.01: Support an argument that plants get the materials they need for growth chiefly from air and water.						
Social Studies								

RELATIONSHIP SKILLS

4. Recognize and respond to social cues in a manner that builds and maintains healthy relationships.

ELA		
Health		
Library/Cyber	CSC-05.DC_RU.3: Develop a code of conduct, explain, and practice appropriate behavior and responsibilities while participating in an online community. (Continued growth)	K-5.RU.9: Define and use digital etiquette.
Math		
Music	MUS-05.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	
PE		
Science		
Social Studies		

5. Differentiate between conflict and bullying.

ELA		
Health		
Library/Cyber	CSC-05.DC_RU.2: Use strategies that prevent and deal responsibly with cyberbully and inappropriate behavior.	K-5.RU.12: Define cyber bullying and identify prevention strategies.
Math		
Music		
PE		
Science		
Social Studies		

RESPONSIBLE DECISION-MAKING

1. Identify problems in a variety of situations.

ELA	ELA-05.RI.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	ELA-05.RL.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	ELA-05.RL.02: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	ELA-05.RL.03: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.03: Write narratives to Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	
Health									
Library/Cyber	CSC-05.CT_. PSA.3: Work collaboratively to explore multiple solutions to a task.	K-5.IAI.1: State the problem or need for information.	K-5.IAI.2: List questions based on a problem or need.						
Math	1: Make sense of problems and persevere in solving them.								

1. CONT. Identify problems in a variety of situations.

Music	MUS-05.Cn.11: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MUS-05.Cn.11.1a: Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.	MUS-05.Cn.11.2a: Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.	MUS-05.Cn.11.3a: Explore careers in and related to the arts and how they impact local and global economies.	MUS-05.Pr.04.2c: Explain how context (such as social, cultural, and historical) informs performances.	MUS-05.Pr.04.3a: Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).	MUS-05.Re.07: Anchor Standard 7: Perceive and analyze artistic work.	MUS-05.Re.07.2a: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	MUS-05.Re.08: Anchor Standard 8: Interpret intent and meaning in artistic work.
PE									
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.								
Social Studies	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.								

RESPONSIBLE DECISION-MAKING

2. Apply strategies to appropriately solve problems.

ELA	ELA-05.RI.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	ELA-05.RI.02: determine two or more main ideas of a text and Explain how they are supported by key details.	ELA-05.RL.01: Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	ELA-05.RL.02: determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Health						
Library/Cyber						
Math	2: Reason abstractly and quantitatively.	5: Use appropriate tools strategically.				
Music	MUS-05.Cr.01: Anchor Standard 1: Generate and conceptualize artistic ideas and work.	MUS-05.Cr.01.1b: Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.	MUS-05.Cr.02: Anchor Standard 2: Organize and develop artistic ideas and work.	MUS-05.Pr.05.1b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.	MUS-05.Re.08.1a: Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.	
PE						
Science	SCI-EL.ETS1.01: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SCI-EL.ETS1.02: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.				
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.	SST-05.C.06: Compare and contrast personal and civic responsibilities and explain why they are important in community life.	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.			

3. Utilize refusal skills.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
Health						
Library/Cyber						
Math	3: Construct viable arguments and critique the reasoning of others.					
Music						
PE						
Science						
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.					

RESPONSIBLE DECISION-MAKING

4. Compare and contrast the potential outcomes of engaging in safe and risky behaviors.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	ELA-05.W.01: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	ELA-05.W.02: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
Health					
Library/Cyber					
Math	2: Reason abstractly and quantitatively.				
Music	MUS-05.Cr.03.1a: Evaluate, refine, and document revisions to personal music, applying teacherprovided and collaborativelydeveloped criteria and feedback, and explain rationale for changes.	MUS-05.Pr.04.2a: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	MUS-05.Pr.05.1a: Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.	MUS-05.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.	MUS-04.Re.09: Anchor Standard 9: Apply criteria to evaluate artistic work.
PE	PED-05.S4.05: Critiques the etiquette involved in rules of various game activities.				
Science					
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.	SST-05.E.03: Identify factors that influence saving and spending choices.		

5. Demonstrate personal responsibility for decisions.

ELA	ELA-05.SL.01: Engage effectively in a range of collaborative discussions, one-on-one, in groups, and teacher-led with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.				
Health					
Library/Cyber					
Math	6: Attend to precision				
Music	MUS-05.Cn.10.1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MUS-05.Cr.03.2a: Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.	MUS-05.Pr.04: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.	MUS-05.Pr.04.1a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	
	MUS-05.Pr.05: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.	MUS-05.Pr.06.1a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.	MUS-05.Pr.06.1b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.		
PE					
Science	SCI-EL.ETS1.03: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.				
Social Studies	SST-05.C.05: Describe procedures for making decisions in a variety of settings.	SST-05.C.06: Compare and contrast personal and civic responsibilities and explain why they are important in community life.	SST-05.C.07: Develop and implement an action plan to address or inform others about an issue.		



6–12 GRADE SCIENCE

SELF AWARENESS

1. Create a plan for managing a variety of emotions.

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

3. Demonstrate resilience and a positive attitude for school and life.

4. Advocate for oneself by creating 'I'-messages to present personal perspective.

SELF MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

2. Create a long term plan for stress management throughout the lifespan.

3. Consistently apply strategies for working hard in challenging settings.

4. Apply strategies for developing and maintaining a growth mindset.

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

SCI-HS.PS3.03: Design, build, and refine a device that works given constraints to convert one form of energy to another form of energy.

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

SCI-06.2.02: Select alternative methods of scientific investigations e.g., library, internet, field work to address different kinds of questions. (6th Grade)

SCI-06.2.03: Identify biases that may affect data collection and analysis e.g., gender, race, religion, economic, generational. (6th Grade)

SCI-06.2.05: Use data from scientific investigations to determine relationships and patterns. (6th Grade)

SCI-MS.LS1.04: Use evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction. (7th Grade)

SCI-MS.LS2.02: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (7th Grade)

SCI-MS.LS4.01: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. (7th Grade)

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

SCI-06.2.03: Identify biases that may affect data collection and analysis e.g., gender, race, religion, economic, generational. (6th Grade)

SCI-06.2.05: Use data from scientific investigations to determine relationships and patterns. (6th Grade)

SCI-MS.ESS3.02: Analyze and interpret data on natural hazards to forecast future catastrophic events that necessitate the development of technologies to mitigate their effects. (8th Grade)

SCI-MS.LS2.02: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (7th Grade)

SCI-MS.LS2.03: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (7th Grade)

SCI-MS.PS1.02: Analyze and interpret data on the properties of substances before and after an interaction has occurred to determine if a chemical reaction has occurred. (6th Grade)

SCI-MS.PS3.04: Investigate to determine the relationships among the energy transferred, the type of matter, mass, and change in the average kinetic energy of the particles as measured by the temperature of the sample. (6th Grade)

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

SCI-06.2.02: Select alternative methods of scientific investigations e.g., library, internet, field work to address different kinds of questions. (6th Grade)

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

SCI-MS.LS2.02: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

SCI-MS.LS2.04: Construct an argument supported by empirical evidence that changes to physical or biological components of an

SCI-MS.PS3.05: Construct and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

SCI-07.2.01: Communicate the results of scientific investigations using an appropriate format (e.g., journals, lab reports, diagrams, presentations, discussions, graphs and charts).

SCI-HS.PS2.06: Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

- SCI-MS.LS1.03: Use evidence to model how the body is a system of interacting subsystems composed of groups of cells.
- SCI-MS.LS1.04: Use evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction.
- SCI-MS.LS1.05: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- SCI-HS.LS3.02: Make and defend a claim based on evidence that inheritable genetic variations result from various factors.

3. Differentiate between emotional response and factual information surrounding situations.

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5. Apply moral, persona, and ethical standards when making decisions.

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2. Create a plan to apply the most appropriate solutions to problems.

- SCI-MS.LS2.05: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
- SCI-MS.PS3.04: Investigate to determine the relationships among the energy transferred, the type of matter, mass, and change in the average kinetic energy of the particles as measured by the temperature of the sample.

4. Analyze how current choices affect one’s future.

- SCI-MS.LS2.01: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- SCI-MS.LS4.04: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals probability of surviving and reproducing in a specific environment.



6–12 GRADE SOCIAL STUDIES

SELF AWARENESS

1. Create a plan for managing a variety of emotions.

SST-6_12.WH-01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources. (Grade 6)

SST-6_12.WH.02-e1: Describe the belief systems or religions of realy civilizations. (Grade 6)

SST-6_12.WH-02-e2: Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals. (Grade 6)

3. Demonstrate resilience and a positive attitude for school and life.

SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society. (Grade 12)

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)

SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose. (Grade 11)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)

SST-6_12.US.04: Compare how historical elements change over time. (Grade 8)

SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 8)

SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 8)

SST-6_12.USe3.06: Explain the political, social and economic events of the 1930s. (Grade 11)

SST-6_12.WH-03-e1: Explain the impact of the development of agriculture on the social, cultural and economic lives of individuals. (Grade 6)

SST-6_12.WH.03-e3: Examine and explain the influence of revolutions on social and political aspects of individuals' lives. (Grade 9)

SST-6_12.WH.04: Analyze the influence of social, cultural, and economic developments on individuals. (Grade 9)

SST-6_12.WH.06: Explain how past events connect to the present. (Grade 9)

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic. (Grade 12)

SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living. (Grade 12)

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 11)

SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 11)

4. Advocate for oneself by creating 'I'- messages to present personal perspective.

SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals. (Grade 12)

SST-6_12.E.07: Evaluate the elements of responsible personal finance. (Grade 12)

SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.

SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8 & 11)

SST-6_12.WH.01-e3: Explain the causes and global effects of religious division. (Grade 6)

SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present. (Grade 6)

SELF MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

SST-6_12.E.07: Evaluate the elements of responsible personal finance. (Grade 12)

SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living. (Grade 7)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)

SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources. (Grade 6)

SST-6_12.WH.01-e3: Explain the causes and global effects of religious division. (Grade 7)

SST-6_12.WH.02-e1: Describe the belief systems or religions of realy civilizations. (Grade 6)

SST-6_12.WH.02-e2: Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals. (Grade 7)

SST-6_12.WH.03: Analyze the effects of different political systems on people. (Grade 7)

SST-6_12.WH.03-e2: Explain the emergence of cultural interaction between Europe and other civilizations. (Grade 7)

2. Create a long term plan for stress management throughout the lifespan.

SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living. (Grade 12)

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)

SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively. (Grade 12)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)

SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 8)

SELF MANAGEMENT

3. Consistently apply strategies for working hard in challenging settings.

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)
SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives. (Grade 7)
SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 8)
SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)
SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution. (Grade 8)
SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)
SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction. (Grade 8)
SST-6_12.USe4.02: Explain the economic and/or social issues of the era and their long-lasting effects. (Grade 11)

4. Apply strategies for developing and maintaining a growth mindset.

SST-6_12.C.03.1: Describe and examine the amendments to the United States Constitution and their application in the United States. (Grade 12)
SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)
SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively. (Grade 12)
SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans. (Grade 7)
SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 11)
SST-6_12.ND.01: Examine the physical and human geography of North Dakota and how it has changed. (Grade 8)
SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America. (Grade 8)
SST-6_12.USe1.02: Explain the development of early United States government. (Grade 8)
SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8)
SST-6_12.USe2.03: Explain how westward expansion affected the social, economic, and political landscape of the United States. (Grade 8)
SST-6_12.US.04: Compare how historical elements change over time. (Grade 11)
SST-6_12.US.06: Connect the past to the present using current events. (Grade 8 & 11)

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living. (Grade 12)

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)

SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively. (Grade 12)

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living. (Grade 7)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 11)

SST-6_12.US.06: Connect the past to the present using current events.

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

SST-6_12.C.02: Analyze the structures and functions of governments. (Grade 12)

SST-6_12.C.02.2: Examine the role and purposes of government. (Grade 12)

SST-6_12.ND.02: Explain the development and functions of North Dakota's state and local governments, tribal governments and the role of citizens. (Grade 8)

SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota. (Grade 8)

SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose. (Grade 11)

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

SST-6_12.C.03: Describe the rights and liberties of individuals. (Grade 12)

SST-6_12.C.04.1: Explain how citizens can influence government. (Grade 12)

SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic. (Grade 12)

SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society. (Grade 12)

SST-6_12.E.04.1: Explain the role of businesses and financial institutions in a market economy. (Grade 12)

SST-6_12.E.07.2: Evaluate the effect of taxes and other factors on income. (Grade 12)

SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world. (Grade 7)

SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. (Grade 7)

SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world. (Grade 7)

SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions. (Grade 7)

SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives. (Grade 7)

SST-6_12.ND.04.2: Analyze European exploration and early settlement of North Dakota and its impact on Native American groups. (Grade 6, 7, & 8)

SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota. (Grade 6, 7, & 8)

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 6, 7, 8, & 11)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 11)

SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)

SST-6_12.USe2.04: Explain the changing Native American federal policy and the impact on tribal sovereignty. (Grade 8)

SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 11)

SST-6_12.USe3.05: Explain the political, social and economic changes of the 1920s. (Grade 11)

SST-6_12.USe4.01: Explain the causes and consequences of U.S. involvement in World War II. (Grade 11)

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

SST-6_12.C.02.1: Differentiate/compare forms and origins of governments. (Grade 12)

SST-6_12.C.04.1: Explain how citizens can influence government. (Grade 12)

SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society. (Grade 12)

SST-6_12.C.04.4: Identify bias and evaluate its role in media sources. (Grade 12)

SST-6_12.C.04.5: Demonstrate active participation in civic life. (Grade 12)

SST-6_12.E.02: Compare and contrast how varying economic systems impact a nation and its citizens. (Grade 12)

SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world. (Grade 6, 7, & 8)

SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology. (Grade 6, 7, & 8)

SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. (Grade 7)

SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world. (Grade 7)

SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs. (Grade 7)

SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans. (Grade 6 & 8)

SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota. (Grade 8)

SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture. (Grade 6 & 8)

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8 & 11)

SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 8)

SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)

SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 8)

SST-6_12.USe4.03: Explain the United States' reactions toward the growth of communism. (Grade 11)

SST-6_12.USe4.05: Compare and contrast how different groups competed for equality and the effectiveness of various movements. (Grade 11)

SST-6_12.USe5.06: Explain the social, political, and cultural influences on government policies regarding global immigration. (Grade 11)

SST-6_12.WH.01-e1: Explain multiple achievements of civilizations and connect them to the present. (Grade 6 & 8)

SOCIAL AWARENESS

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

SST-6_12.C.02: Analyze the structures and functions of governments. (Grade 12)

SST-6_12.C.02.2: Examine the role and purposes of government. (Grade 12)

SST-6_12.C.02.5: Explain the purposes, organization, powers, and processes of tribal and local governments. (Grade 12)

SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals. (Grade 12)

SST-6_12.C.04.1: Explain how citizens can influence government. (Grade 12)

SST-6_12.E.02: Compare and contrast how varying economic systems impact a nation and its citizens. (Grade 12)

SST-6_12.E.03: Analyze how supply and demand impact the allocation of goods and services. (Grade 12)

SST-6_12.E.04: Analyze the various institutions that drive and support the market economy. (Grade 12)

SST-6_12.E.06: Analyze how globalization has impacted various aspects of economies around the world. (Grade 12)

SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world. (Grade 6, 7, & 8)

SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions. (Grade 6, 7, & 8)

SST-6_12.G.03.4 Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives. (Grade 6, 7, & 8)

SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans. (Grade 7)

SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture. (Grade 6 & 7)

SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota. (Grade 6, 7, & 8)

SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8 & 11)

SST-6_12.US.04: Compare how historical elements change over time. (Grade 8)

SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)

SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)

SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction. (Grade 8)

SST-6_12.USe3.01: Explain the causes and consequences of the Industrial Revolution on American society. (Grade 11)

SST-6_12.USe4.02: Explain the economic and/or social issues of the era and their long-lasting effects. (Grade 11)

SST-6_12.USe4.04: Explain the impact of rapid technological change on society. (Grade 11)

SST-6_12.USe5.01: Connect the changing political and social climate to United States' involvement as a global superpower. (Grade 11)

SST-6_12.USe5.02: Explain the social, cultural, and economic impact of changes as a result of technology. (Grade 11)

SST-6_12.WH.01-e1: Explain multiple achievements of civilizations and connect them to the present. (Grade 7)

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. (Grade 7)

SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations. (Grade 7)

SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions. (Grade 7)

SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another. (Grade 7)

SST-6_12.ND.02.1: Describe the structure, role, and formation of tribal governments, both present and past, in North Dakota. (Grade 8)

SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota. (Grade 8)

SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture. (Grade 8)

SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota. (Grade 8)

SST-6_12.US.01-e1: Explain the social, political, and cultural causes and immediate consequences of the American Revolution. (Grade 8)

SST-6_12.US.01-e2: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)

SST-6_12.US.02-e1: Explain the development of early United States government. (Grade 8)

SST-6_12.US.02-e3: Explain the social, cultural and economic impact of local, state, and federal government policy on American people. (Grade 8)

SST-6_12.US.03-e1: Explain the development of United States society after the American Revolution. (Grade 8)

SST-6_12.US.04-e2: Explain the changing Native American federal policy and the impact on tribal sovereignty. (Grade 8)

SST-6_12.US.06-e2: Explain the social, economic, and political effects of Reconstruction. (Grade 8)

SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources. (Grade 6)

SST-6_12.WH.02-e1: Describe the belief systems or religions of early civilizations. (Grade 6)

SST-6_12.WH.03-e2: Explain the emergence of cultural interaction between Europe and other civilizations. (Grade 6)

SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present. (Grade 6)

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society. (Grade 12)

SST-6_12.C.04.5: Demonstrate active participation in civic life. (Grade 12)

SST-6_12.E.06.2: Analyze the benefits and costs for individuals, producers, and governments in international trade. (Grade 12)

SST-6_12.G.03.2: Analyze the physical and human characteristics of a region. (Grade 7)

SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 11)

SST-6_12.USe5.06: Explain the social, political, and cultural influences on government policies regarding global immigration. (Grade 11)

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. (Grade 7)

SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries. (Grade 7)

SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs. (Grade 7)

RELATIONSHIP SKILLS

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

SST-6_12.C.02.2: Examine the role and purposes of government. (Grade 12)

SST-6_12.C.04.1: Explain how citizens can influence government. (Grade 12)

SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic. (Grade 12)

SST-6_12.C.04.5: Demonstrate active participation in civic life. (Grade 12)

SST-6_12.USe5.02: Explain the social, cultural, and economic impact of changes as a result of technology. (Grade 11)

SST-6_12.US.06: Connect the past to the present using current events. (Grade 11)

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota. (Grade 8)

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8 & 11)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)

SST-6_12.C.04.5: Demonstrate active participation in civic life. (Grade 12)

SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives. (Grade 7)

SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue. (Grade 7)

SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)

SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution. (Grade 8)

SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)

SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction. (Grade 8)

SST-6_12.USe4.05: Compare and contrast how different groups competed for equality and the effectiveness of various movements. (Grade 11)

RESPONSIBLE DECISION-MAKING

I. Demonstrate the ability to acknowledge problems in a variety of situations.

SST-6_12.C.02.3: Analyze the structure, principles, and interpretation of the Constitution of the United States. (Grade 12)
SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals. (Grade 12)
SST-6_12.C.04.4: Identify bias and evaluate its role in media sources. (Grade 12)
SST-6_12.E.03.2: Compare and contrast perfect and imperfect competition. (Grade 12)
SST-6_12.G.01.3: Identify how major ecosystems provide raw materials. (Grade 7)
SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. (Grade 7)
SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology. (Grade 7)
SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living. (Grade 6 & 7)
SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations. (Grade 7)
SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions. (Grade 7)
SST-6_12.G.04.1: Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions. (Grade 7)
SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue. (Grade 7)
SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans. (Grade 7)
SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another. (Grade 7)
SST-6_12.ND.03.2: Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impact. (Grade 8)
SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America. (Grade 8)
SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)
SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)
SST-6_12.USe1.02: Explain the development of early United States government. (Grade 8)
SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)
SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)
SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 8)
SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources. (Grade 6)
SST-6_12.WH.02-e1: Describe the belief systems or religions of early civilizations. (Grade 6)
SST-6_12.WH.03-e1: Explain the impact of the development of agriculture on the social, cultural, and economic lives of individuals. (Grade 6)
SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present. (Grade 6)

RESPONSIBLE DECISION-MAKING

2. Create a plan to apply the most appropriate solutions to problems.

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)
SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. (Grade 7)
SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives. (Grade 7)
SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue. (Grade 7)
SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America. (Grade 8)
SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose. (Grade 8)
SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)
SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)
SST-6_12.US.01-e1: Explain the social, political, and cultural causes and immediate consequences of the American Revolution. (Grade 8)
SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)
SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)
SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 8)

3. Differentiate between emotional response and factual information surrounding situations.

Covered through the argument formation skills that are taught throughout the course, but not directly tied to a content standard. (Grade 11)

SST-6_12.C.04.4: Identify bias and evaluate its role in media sources. (Grade 12)
SST-6_12.E.07: Evaluate the elements of responsible personal finance. (Grade 12)
SST-6_12.G.01.4: Analyze the physical and human characteristics of a place. (Grade 7)
SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations. (Grade 7)
SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world. (Grade 7)
SST-6_12.G.04.1: Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions. (Grade 7)
SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another. (Grade 7)
SST-6_12.ND.04: Analyze the historical and current events and their impact on the development of North Dakota. (Grade 8)
SST-6_12.ND.04.6: Use various primary and secondary resources to acquire, analyze, and evaluate information. (Grade 8)
SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose. (Grade 8)
SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)
SST-6_12.US.04: Compare how historical elements change over time. (Grade 8)
SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)
SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution. (Grade 8)

4. Analyze how current choices affect one's future.

SST-6_12.C.01: Explain the historical and philosophical foundations of government. (Grade 12)

SST-6_12.C.04.1: Explain how citizens can influence government. (Grade 12)

SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic. (Grade 12)

SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living. (Grade 12)

SST-6_12.E.07.3: Develop short- and long-term financial goals. (Grade 12)

SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively. (Grade 12)

SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster. (Grade 7)

SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect. (Grade 8)

SST-6_12.USe3.01: Explain the causes and consequences of the Industrial Revolution on American society. (Grade 8)

5. Apply moral, persona, and ethical standards when making decisions.

Covered through the argument formation skills that are taught throughout the course, but not directly tied to a content standard. (Grade 11)

SST-6_12.C.02.1: Differentiate/compare forms and origins of governments. (Grade 12)

SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic. (Grade 12)

SST-6_12.E.07: Evaluate the elements of responsible personal finance. (Grade 12)

SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology. (Grade 7)

SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions. (Grade 7)

SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans. (Grade 7)

SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another. (Grade 7)

SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota. (Grade 8)

SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development. (Grade 8)

SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era. (Grade 8)

SST-6_12.US.06: Connect the past to the present using current events. (Grade 8)

SST-6_12.USe1.03: Explain the development of United States society after the American Revolution. (Grade 8)

SST-6_12.USe1.04: Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties. (Grade 8)

SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements. (Grade 8)

SST-6_12.USe2.03: Explain how westward expansion affected the social, economic, and political landscape of the United States. (Grade 8)

SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War. (Grade 8)

SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction. (Grade 8)

SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people. (Grade 8)



6TH GRADE

SELF AWARENESS

1. Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).

ELA	ELA-06.RI.1: Read closely to comprehend text.	ELA-06.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ELA-06.RI.04: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.	ELA-06.RL.1: Read closely to comprehend text.	ELA-06.RL.3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.	ELA-06.RL.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they watch or listen.	ELA-06.W.3.b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	ELA-06.W.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	ELA-06.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.
Health									
Library/Cyber	6-8 PLG.9: Determine and select materials appropriate to personal abilities and interests.								
Math	MAT-06.EE.06: Use variables to represent numbers and write expressions when solving a real world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	MAT-06.NS.06.a: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. Recognize that the opposite of the opposite of a number is the number itself, for example: $-(-3)=3$, and that 0 is its own opposite.	MAT-06.NS.07: Understand ordering and absolute value of rational numbers.	MAT-06.NS.07.c: Understand the absolute value of a rational number as its distance from 0 on the number line. Interpret absolute value as magnitude for a positive or negative quantity in a real world situation.	MAT-06.RP.03.c: Find a percent of a quantity as a rate per 100. Solve problems involving finding the whole, given a part and the percent.				

Music									
PE	PED-06.S1.OP.01: Demonstrates correct technique for basic skills in one self-selected outdoor activity.	PED-06.S2.IG.01: Creates open space by using locomotor movements (e.g., walking, running, jumping) in combination with movement (e.g., varying pathways; changes of speed, direction or pace).	PED-06.S2.IG.03: Creates open space by using the width and length of the field/court on offense.	PED-06.S2.NW.03: Selects appropriate shot/club based on location of the object in relation to the target.	PED-06.S3.FK.05: Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance.	PED-06.S4.WO.01: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S5.H.01: Describes how being physically active leads to a healthy body.		
Science									
Social Studies	SST-6_12.WH-01.e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources.	SST-6_12.WH.02-e1: Describe the belief systems or religions of real civilizations.	SST-6_12.WH-02.e2: Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals.						

SELF AWARENESS

2. Identify personal strengths and the skills required to develop those strengths.

ELA	ELA-06.RL.3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well structured event sequences.					
Health							
Library/Cyber							
Math	MAT-06.EE.02.a: Write expressions that record operations with numbers and with letters standing for numbers.	MAT-06.EE.02.b: Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient, difference, quantity, etc.); view one or more parts of an expression as a single entity.	MAT-06.SP.01: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	MAT-06.SP.05.b: Describing the nature of the attribute being investigated, including how it was measured and its units of measurement.			
Music							

PE	PED-06.S2.IG.03: Student applies knowledge of concepts, principles and tactics related to movement and performance.	PED-06.S2.IG.04: Reduces open space on defense by making the body larger and reducing passing angles.	PED-06.S2.IG.05: Reduces open space by not allowing the catch or by allowing the catch but not the return pass.	PED-06.S2.NW.04: Identifies open spaces and attempts to strike object into that space.	PED-06.S3.FK.02: Student demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	PED-06.S3.FK.02: Identifies the components of skill-related fitness.	PED-06.S3.FK.03: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.
	PED-06.S3.FK.06: Identifies each of the components of the overload principle (FITT Formula) for different types of physical activity (aerobic, muscle fitness and flexibility).	PED-06.S3.FK.09: Identifies major muscles used in selected physical activities.	PED-06.S3.N.01: Identifies food within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	PED-06.S3.PP.01: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program/ Fitness program).	PED-06.S3.PP.02: Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	PED-06.S3.SM.01: Identifies positive and negative results of stress and appropriate ways for dealing with each.	PED-06.S4.PR.02: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
	PED-06.S4.RE.01: Identifies the rules and etiquette for physical activities/games and dance/rhythmic activities.	PED-06.S5: Student recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	PED-06.S5.H.02: Identifies components of physical activity that provide opportunities for reducing stress and other social interaction.	PED-06.S5.SE.01: Student recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.			
Science							
Social Studies							

SELF AWARENESS

3. Understand the relationship between effort, attitude and achievement.

ELA					
Health					
Library/Cyber					
Math	MAT-06.EE.04: Identify when two expressions are equivalent.	MAT-06.EE.09: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	MAT-06.NS.05: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	MAT-06.RP.01: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	
Music					
PE	PED-06.S1.IP.01: Demonstrates correct technique for basic skills in one self-selected individual-performance activity.	PED-06.S1.TG.02: Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard or golf).	PED-06.S1.TG.04: Catches with mature form, from different trajectories, using a variety of objects in varying practice tasks.	PED-06.S2.IG.02: Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake or give and go.	PED-06.S2.IG.06: In short-handled implement net/wall games, creates open space by varying speed and direction.
	PED-06.S2.NW.01: Creates open space in net/wall games with a short-handled implement by varying force and direction.	PED-06.S2.NW.02: Reduces offensive options for opponents by returning to mid-court position.	PED-06.S3.AK.01: Describes how being physically active leads to a healthy body.	PED-06.S3.FK.04: Employs correct techniques and methods of stretching.	PED-06.S3.FK.07: Describes the role of warm-ups and cool-downs before and after physical activity.
	PED-06.S3.FK.08: Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.			
Science					
Social Studies	SST-6_12.WH-03.e1: Explain the impact of the development of agriculture on the social, cultural and economic lives of individuals.				

4. Distinguish between personal feelings and how one is expected to feel in a variety of situations.

ELA	ELA-06.RI.04: Determine figurative, connotative, and technical meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	ELA-06.RI.06: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Health					
Library/Cyber	CSC-06.DC_DI.1: Describe personal online usage and determine how it affects identity on- and offline.	CSC-06.DC_SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC)	6-8.RU.11: Apply safe practices for sharing personal information and explain the implications of unsafe practices.		
Math	MAT-06.NS.07.b: Write, interpret, and explain statements of order for rational numbers in real world contexts				
Music					
PE	PED-06.S3.AE.01: Participates in self-selected physical activity outside of physical education class.	PED-06.S3.AE.04: Identifies and participates in a variety of lifetime recreational team sports/outdoor pursuits or dance activities (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths).	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S5.CH.01: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.	PED-06.S2.DR.01: Varies application of weight transfer and balance during dance or gymnastic activities.
	PED-06.S2.OP.01: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	PED-06.S4.PR.01: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.	PED-06.S4.S.01: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	PED-06.S5.SE.01: Describes how moving competently in a physical activity setting creates enjoyment.	PED-06.S5.SE.02: Identifies how self-expression and physical activity are related.
Science					
Social Studies	SST-6_12.WH.01-e3: Explain the causes and global effects of religious division.	SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.			

SELF MANAGEMENT

1. Explain possible outcomes of expressing emotions in various ways.

ELA	ELA-06.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-06.W.1: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-06.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.			
Health							
Library/Cyber	CSC-06.DC_SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC)						
Math	MAT-06.EE.08: Write a statement of inequality of the form $x > c$ or the form $x < c$ to represent a constraint or condition in a real world or mathematical problem. Recognize that inequalities of the form $x > c$ or the form $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	MAT-06.NS.07.b: Write, interpret, and explain statements of order for rational numbers in real world contexts					
Music							
PE	PED-06.S4: Exhibits responsible personal and social behavior that respects self and others.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S4.PR.01: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.	PED-06.S4.S.01: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	PED-06.S4.WO.01: Accepts differences among class-mates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
Science							
Social Studies	SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources.	SST-6_12.WH.02-e1: Describe the belief systems or religions of early civilizations.					

2. Identify stress management strategies.							
ELA	ELA-06.RI.1: Read closely to comprehend text.	ELA-06.RI.2: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-06.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-06.W.8: Gather relevant information from multiple print and digital sources.			
Health							
Library/Cyber							
Math	MAT-06.G.01: Based on prior knowledge of area of rectangles, decompose or compose triangles to find the area of a triangle. Using knowledge of area of triangles and rectangles, compose and/or decompose triangles, special quadrilaterals, and polygons to find their areas. Apply these techniques in the context of solving real world mathematical problems.	MAT-06.NS.03: Fluently add, subtract, multiply, and divide multi-digit decimals using strategies flexibly, including the standard algorithm for each operation.					
Music							
PE	PED-06.S3.SM.01: Identifies positive and negative results of stress and appropriate ways for dealing with each.						
Science							
Social Studies							

SELF MANAGEMENT

3. Display endurance when facing adversity for the purpose of personal growth.

ELA	ELA-06.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.						
Health							
Library/Cyber							
Math							
Music							
PE	PED-06.S2.OP.01: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	PED-06.S3.AK.01: Describes how being physically active leads to a healthy body.	PED-06.S3.FK.04: Employs correct techniques and methods of stretching.	PED-06.S3.FK.07: Describes the role of warm-ups and cool-downs before and after physical activity.	PED-06.S4.PR.02: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	PED-06.S4.RE.01: Identifies the rules and etiquette for physical activities/games and dance/rhythmic activities.	PED-06.S5.CH.01: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Science							
Social Studies							

4. Display indicators of a growth mindset.

ELA	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-06.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).					
Health							
Library/Cyber							
Math	MAT-06.SP.05: Summarize numerical data sets in relation to their context.	MAT-06.SP.05.a: Reporting the number of observations.	MAT-06.SP.05.b: Describing the nature of the attribute being investigated, including how it was measured and its units of measurement.	MAT-06.SP.05.c: Calculating quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered.	MAT-06.SP.05.d: Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		
Music							
PE	PED-06.S3.PP.02: Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	PED-06.S5.H.01: Describes how being physically active leads to a healthy body.	PED-06.S5.SE.01: Describes how moving competently in a physical activity setting creates enjoyment.	PED-06.S5.SE.02: Identifies how self-expression and physical activity are related.			
Science							
Social Studies							

SELF MANAGEMENT

5. Create and monitor personal and academic goals to meet identified needs.						
ELA	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
Health						
Library/Cyber						
Math						
Music						
PE	PED-06.S3.FK.03: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.					
Science						
Social Studies						

6. Apply strategies for planning, prioritizing and managing time.

ELA	ELA-06.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.02: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-06.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	ELA-06.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	ELA-06.W.07: Conduct short research projects to answer a question.	ELA-06.W.08: Gather relevant information from multiple print and digital sources.
Health						
Library/Cyber						
Math	MAT-06.EE.03: Apply the properties of operations to generate equivalent expressions.					
Music						
Science						
Social Studies						
Counselor	B-LS3: I can consistently use study skills to be successful in school. This means time management, organization, using a planner, taking and reviewing notes.					
Science						
Social Studies						

SELF MANAGEMENT

PE	PED-06.S1: Student demonstrates competency in a variety of motor skills and movement patterns.	PED-06.S1.DR.01: Demonstrates correct rhythm and pattern for one of the following dance/rhythmic forms: folk, social, creative line or world dance.	PED-06.S1.IG.01: Throws with a mature pattern for distance or power appropriate to the Throwing practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).	PED-06.S1.IG.02: Catches with a mature pattern from a variety of trajectories using different catching objects in varying practice tasks (e.g., self-toss and catch, partner toss and catch, small group toss and catch).	PED-06.S1.IG.03: Passes and receives with hands in combination with loco-motor patterns of Passing and receiving running and change of direction and speed with competency in invasion games (e.g., basketball, flag football, speedball or team handball).	PED-06.S1.IG.04: Throws, while stationary, a leading pass to a moving receiver.
	PED-06.S1.IG.05: Performs pivot, fakes and jab steps designed to create open space during Offensive skills Practice tasks.	PED-06.S1.IG.06: Performs the following offensive skills without defensive pressure: pivot, give and go fakes.	PED-06.S1.IG.07: Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.	PED-06.S1.IG.08: Foot dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.	PED-06.S1.IG.09: Shoots on goal with power in a dynamic environment as appropriate to the activity (e.g., slap shot in hockey, penalty kick in soccer).	PED-06.S1.IG.10: Maintains defensive ready position, with weight on balls of feet, arms, extended and eyes on midsection of the offensive player.
	PED-06.S1.IP.01: Demonstrates correct technique for basic skills in one self-selected individual-performance activity.	PED-06.S1.NW.01: Performs an underhand serve with mature form and control for net/wall games such as badminton, volleyball or pickleball.	PED-06.S1.NW.02: Strikes, with a mature overarm pattern, in a non-dynamic environment for net/wall games (e.g., volleyball, handball, badminton or tennis).	PED-06.S1.NW.03: Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.	PED-06.S1.NW.04: Transfers weight with correct timing for the striking pattern (e.g., volleyball attack approach, racquet forehand/backhand footwork).	PED-06.S1.NW.06: Two-hand volleys with control in a variety of practice tasks (e.g., against a wall, with a partner).
	PED-06.S1.NW.05: Forehand volley with a mature form and control using a short-handled implement.	PED-06.S1.OP.01: Demonstrates correct technique for basic skills in one self-selected outdoor activity.	PED-06.S1.TG.01: Executes consistently a mature underhand pattern for target games (e.g., bowling, bocci or horseshoes).	PED-06.S1.TG.02: Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard or golf).	PED-06.S1.TG.03: Strikes a pitched ball with an implement with force in a variety of practice tasks.	PED-06.S1.TG.04: Catches with mature form, from different trajectories, using a variety of objects in varying practice tasks.
	PED-06.S2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	PED-06.S2.DR.01: Varies application of weight transfer and balance during dance or gymnastic activities.	PED-06.S2.IG.01: Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; changes of speed, direction or pace).	PED-06.S2.IG.02: Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake or give and go.	PED-06.S2.IG.03: Creates open space by using the width and length of the field/court on offense.	PED-06.S2.IG.04: Reduces open space on defense by making the body larger and reducing passing angles.
	PED-06.S2.IG.05: Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.	PED-06.S2.IG.06: In short-handled implement net/wall games, creates open space by varying speed and direction.	PED-06.S2.NW.01: Creates open space in net/wall games with a short-handled implement by varying force and direction.	PED-06.S2.NW.02: Reduces offensive options for opponents by returning to mid-court position.	PED-06.S2.NW.03: Selects appropriate shot/club based on location of the object in relation to the target.	PED-06.S2.NW.04: Identifies open spaces and attempts to strike object into that space.
	PED-06.S3.N.01: Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.	PED-06.S3.PP.01: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program/Fitness program).	PED-06.S4.S.02: Demonstrates competency in performing basic hands only CPR and associated skills.	PED-06.S5.CH.01: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.	PED-06.S5.H.02: Identifies components of physical activity that provide opportunities for reducing stress and other Social interaction.	

SOCIAL AWARENESS

1. Identify support at home, school and in the community.

ELA	ELA-06.RI.03: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ELA-06.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
Health	HTL-MS.s1.02: Describe the interrelationships of emotional, mental, emotional, physical, and social health in adolescence.	HTL-MS.s2.01: Analyze how family influences the health of individuals.	HTL-MS.s2.03: Describe how peers influence health behaviors.	HTL-MS.s2.04: Analyze how the school and community can affect personal health practices and behaviors.	HTL-MS.s2.08: Explain how school and public health policies can influence health promotion and disease.	HTL-MS.s4.05: Demonstrate effective conflict management or resolution strategies.
	HTL-MS.s5.03: Distinguish when individual or collaborative decision making is appropriate.	HTL-MS.s5.05: Predict the potential outcomes of healthy and unhealthy decisions on self and others.	HTL-MS.s7.02: Analyze health behaviors that will maintain or improve the health of self and others.	HTL-MS.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.	HTL-MS.s8.03: Work cooperatively to advocate for healthy individuals, families, and schools.	HTL-MS.7.01: Describe strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities
	HTL-06.s1.03: Describe how the environment can promote personal health.	HTL-06.s1.04: Describe how family history can affect personal health.	HTL-06.s1.09: Explain mental, emotional, physical and social changes that occur during adolescence.	HTL-06.s2.01: Describe how family influences health in positive and negative ways.	HTL-06.s2.02: Describe how culture, personal values, and beliefs support and challenge health practices.	HTL-06.s2.03: Identify how peers influence health behaviors.
	HTL-06.s5.03: Identify when individual or collaborative decision making is appropriate.	HTL-06.s5.05: Predict the potential outcomes of healthy and unhealthy decisions on self and others.	HTL-06.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.			

Library/Cyber						
Math	MAT-06.EE.02.a: Write expressions that record operations with numbers and with letters standing for numbers.	MAT-06.EE.02.b: Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient, difference, quantity, etc.); view one or more parts of an expression as a single entity.	MAT-06.EE.04: Identify when two expressions are equivalent.			
Music						
PE						
Science						
Social Studies						

SOCIAL AWARENESS

2. Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

ELA	ELA-06.RI.06: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	ELA-06.RI.08: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.RL.02: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-06.RL.06: explain how an author develops the point of view of the narrator or speaker in a text.	ELA-06.RL.09: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	ELA-06.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	ELA-06.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-06.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-06.W.06: Use technology, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.	
Health						
Library/ Cyber						
Math	MAT-06.NS.05: Understand that rational numbers are used together to describe quantities having opposite directions or values. Use rational numbers to represent quantities in real world contexts, explaining the meaning of 0 in each situation.	MAT-06.RP.03a: Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.				
Music						
PE	PED-06.S4: Exhibits responsible personal and social behavior that respects self and others.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S4.WO.01: Accepts differences among class-mates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	

Science	SCI-MS.PS1.02: Analyze and interpret data on the properties of substances before and after an interaction has occurred to determine if a chemical reaction has occurred.	SCI-MS.PS3.04: Investigate to determine the relationships among the energy transferred, the type of matter, mass, and change in the average kinetic energy of the particles as measured by the temperature of the sample.	SCI-06.2.03: Identify biases that may affect data collection and analysis e.g., gender, race, religion, economic, generational.	SCI-06.2.05: Use data from scientific investigations to determine relationships and patterns.		
Social Studies	SST-6_12.ND.04.2: Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.			

SOCIAL AWARENESS

3. Analyze how people from diverse peer groups can learn from each other.

ELA	ELA-06.RI.06: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	ELA-06.RI.08: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.RL.02: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-06.RL.06: Explain how an author develops the point of view of the narrator or speaker in a text.	ELA-06.RL.09: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.		
	ELA-06.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-06.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-06.W.01: Write arguments with relevant evidence.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-06.W.06: Use technology, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.	
Health	HTL-MS.s1.03: Analyze how the environment affects personal health.	HTL-MS.s1.04: Describe how family history can affect personal health.	HTL-MS.s1.12: Acknowledge differences among individuals regarding gender.	HTL-MS.2.04 (HTL 2.04): Describe ways in which family history can have an impact on personal health	HTL-06.s1.07: Describe the benefits of and barriers to practicing health enhancing behaviors.	HTL-06.s8.02: Demonstrate how to influence and support others to make positive health choices.	
Library/Cyber							

Math	MAT-06.EE.09: Use variables to represent two quantities in a real world problem that change in relationship to one another. Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	MAT-06.NS.01: Use visual fraction models and equations to interpret and compute quotients of fractions. Use models and equations to solve word problems involving division of fractions by fractions.	MAT-06.NS.06.a: Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line. Recognize that the opposite of a number is the number itself, for example: $-(-3)=3$, and that 0 is its own opposite.	MAT-06.NS.06.b: Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	MAT-06.NS.06.c: Find and position integers and other rational numbers on a horizontal or vertical number line diagram. Find and position pairs of integers and other rational numbers on a coordinate plane.	MAT-06.RP.01: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	MAT-06.RP.03: Use tables of equivalent ratios, tape diagrams, double number line diagrams, and equations to reason about ratios and rates in real world and mathematical problems.
Music							
PE	PED-06.S2.OP.01: Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.	PED-06.S3.SM.01: Identifies positive and negative results of stress and appropriate ways for dealing with each.	PED-06.S4: Student exhibits responsible personal and social behavior.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S4.WO.01: Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play.	PED-06.S5.SL.01: Demonstrates respect for self and others in activities and games by following the rules.
	PE: PED-06.S5.CH.01: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.						
Science	SCI-06.2.02: Select alternative methods of scientific investigations e.g., library, internet, field work to address different kinds of questions.	SCI-06.2.03: Identify biases that may affect data collection and analysis e.g., gender, race, religion, economic, generational.	SCI-06.2.05: Use data from scientific investigations to determine relationships and patterns.				
Social Studies	SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology.	SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.	SST-6_12.WH.01-e1: Explain multiple achievements of civilizations and connect them to the present.		

SOCIAL AWARENESS

4. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

ELA	ELA-06.RI.06: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	ELA-06.RI.08: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.RL.02: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-06.RL.06: Explain how an author develops the point of view of the narrator or speaker in a text.	ELA-06.RL.09: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	
	ELA-06.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-06.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-06.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-06.W.06: Use technology, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.	
Health	HTL-MS.s4.03: Demonstrate negotiation skills to avoid or reduce health risks.	HTL-MS.s4.02: Demonstrate refusal and negotiation skills to avoid or reduce health risks.	HTL-MS.s4.04: Demonstrate collaboration skills to avoid or reduce health risks.	HTL-MS.4.02 (HTL 4.02): Apply strategies for coping with peer pressure	HTL-MS.4.03 (HTL 4.03): Describe causes of conflicts and strategies to prevent conflicts	
	HTL-MS.s2.02: Describe how culture, personal values, and beliefs support and challenge health	HTL-MS.s2.06: Explain the influence of norms, personal values, and beliefs on individual health behaviors.	HTL-06.s4.01: Demonstrate effective verbal and nonverbal communication skills to enhance health.	HTL-06.s4.02: Demonstrate refusal skills to avoid or reduce health risks.	HTL-06.s4.04: Demonstrate effective conflict management or resolution strategies.	HTL-HS.s8.02: Demonstrate how to influence and support others to make positive health choices.
Library/Cyber	CSC-06.DC_RU.2: Identify strategies to prevent and stop cyberbullying.					
Math	MAT-06.EE.01: Write and evaluate numerical expressions involving whole-number exponents.	MAT-06.NS.02: Fluently divide multi-digit numbers using strategies flexibly, including the standard algorithm.	MAT-06.NS.03: Fluently add, subtract, multiply, and divide multi-digit decimals using strategies flexibly, including the standard algorithm for each operation.	MAT-06.RP.03.d: Use ratio reasoning to convert measurement units. Manipulate and transform units appropriately when multiplying or dividing quantities.		
Music						

PE	PED-06.S4.PR.01: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.					
Science	SCI-06.2.02: Select alternative methods of scientific investigations e.g., library, internet, field work to address different kinds of questions.					
Social Studies	SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world.	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	

RELATIONSHIP SKILLS

1. Demonstrate proper etiquette when communicating electronically.

ELA	ELA-06.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-06.SL.06: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Health				
Library/Cyber	CSC-06.DC_RU.3: Use appropriate digital etiquette in a variety of situations.	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations."	6-8.RU.10: Practice safe and ethical behaviors in personal electronic communication and interaction.	
Math	MAT-06.EE.05: Understand solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	MAT-06.EE.09: Use variables to represent two quantities in a real world problem that change in relationship to one another. Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	MAT-06.NS.05: Understand that rational numbers are used together to describe quantities having opposite directions or values. Use rational numbers to represent quantities in real world contexts, explaining the meaning of 0 in each situation.	MAT-06.RP.02: Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
Music				
PE	PED-06.S4.PR.01: Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	
Science				
Social Studies	SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources.	SST-6_12.WH.02-e1: Describe the belief systems or religions of early civilizations.	SST-6_12.WH.03-e2: Explain the emergence of cultural interaction between Europe and other civilizations.	SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.

2. Demonstrate appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).

ELA	ELA-06.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-06.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Health				
Library/Cyber	CSC-06.DC_RU.3: Use appropriate digital etiquette in a variety of situations.	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations.		
Math				
Music				
PE	PED-06.S3.AE.01: Participates in self-selected physical activity outside of physical education class.	PED-06.S3.AE.02: Participates in a variety of aerobic fitness activities (e.g., cardio kick, step aerobics and/or aerobic dance).		
Science				
Social Studies				

RELATIONSHIP SKILLS

3. Demonstrate cooperation and teamwork to promote group effectiveness.

ELA	ELA-06.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
Health				
Library/Cyber	CSC-06.CS.SI.1: Use collaborative technology.	6-8.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.		
Math				
Music				
PE	PED-06.S3.AE.01: Participates in self-selected physical activity outside of physical education class.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S4.PR.02: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
Science				
Social Studies				

4. Explain an approach to limit setting. (e.g. Acknowledge feelings, Communicate the limit, Target alternative.)

ELA	ELA-06.SL.06: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	ELA-06.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.		
Library/Cyber				
Math				
Music				
PE	PED-06.S4-[06.S4] Standard 4: Student exhibits responsible personal and social behavior that respects self and others.	PED-06.S4.WO.01: Accepts differences among class-mates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S4.WO.02: Cooperates with a small group of classmates during adventure activities, game play or team-building activities.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.
Science				
Social Studies				

5. Apply conflict resolution strategies in a variety of situations (e.g.interpersonal, intrapersonal, intragroup, intergroup).

ELA				
Library/Cyber	CSC-06.DC_RU.2: Identify strategies to stop cyberbully.			
Math				
Music				
PE	PED-06.S4 -[06.S4] Standard 4: Student exhibits responsible personal and social behavior that respects self and others.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.	
Science				
Social Studies				

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-06.RL.01: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA-06.RL.03: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	ELA-06.RL.04: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELA-06.L.05: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	ELA-06.W.01: Write arguments to support claims with clear reasons and relevant evidence.	ELA-06.W.06: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	ELA-06.W.09: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Health							
Library/Cyber	CSC-06.TS_T.1: Apply basic troubleshooting strategies.	6-8.IAI.1: Identify a problem or need using current knowledge as context for new learning.	6-8.IAI.2: Develop questions based on a problem or need.				
Math	MAT-06.EE.01: Write and evaluate numerical expressions involving whole-number exponents	MAT-06.EE.02: Write, read, and evaluate expressions in which letters stand for numbers.	MAT-06.EE.02.c: Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	MAT-06.EE.06: Use variables to represent numbers and write expressions when solving a real world or mathematical problem. Understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	MAT-06.EE.07: Solve real world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.	MAT-06.EE.09: Use variables to represent two quantities in a real world problem that change in relationship to one another. Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	MAT-06.G.01: Based on prior knowledge of area of rectangles, decompose or compose triangles to find the area of a triangle. Using knowledge of area of triangles and rectangles, compose and/or decompose triangles, special quadrilaterals, and polygons to find their areas. Apply these techniques in the context of solving real world mathematical problems.

Math cont.	MAT-06.NS.01: Use visual fraction models and equations to interpret and compute quotients of fractions. Use models and equations to solve word problems involving division of fractions by fractions.	MAT-06.SP.01: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	MAT-06.SP.03: Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of spread (variation) describes how its values vary with a single number.	MAT-06.SP.05.b: Describing the nature of the attribute being investigated, including how it was measured and its units of measurement.			
Music							
PE	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.	PED-06.S4.WO.01: Accepts differences among class-mates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.	PED-06.S5.CH.01: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/ feedback and/or modifying the tasks.				
Science							
Social Studies	SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living.	SST-6_12.WH.01-e2: Explain the causes and effects of Medieval social structures using primary and/or secondary sources.	SST-6_12.WH.02-e1: Describe the belief systems or religions of early civilizations.	SST-6_12.WH.03-e1: Explain the impact of the development of agriculture on the social, cultural, and economic lives of individuals.	SST-6_12.WH.04-e1: Explain how political systems impacted the people in Greece and Rome and how those political systems connect to the present.		

RESPONSIBLE DECISION-MAKING

2. Evaluate potential solutions to problems.

ELA	ELA-06.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.W.1: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.			
Health						
Library/Cyber						
Math						
Music						
PE	PED-06.S3.FK.03: Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.	PED-06.S3.PP.01: Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program/Fitness program).	PED-06.S4 -[06.S4] Standard 4: Student exhibits responsible personal and social behavior that respects self and others.			
Science						
Social Studies						

3. Analyze factual information surrounding situations.

ELA	ELA-06.RI.08: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-06.RI.09: Compare and contrast one author's presentation of events with that of another.	ELA-06.W.08: Gather relevant information from multiple print and digital sources.	ELA-06.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.		
Health						
Library/Cyber						
Math						
Music						
PE	PED-06.S3.SM.01: Identifies positive and negative results of stress and appropriate ways for dealing with each.	PED-06.S4.AF.01: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.				
Science						
Social Studies						

RESPONSIBLE DECISION-MAKING

4. Recognize unsafe or high risk situations and utilize strategies to remove oneself.

ELA	ELA-06.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ELA-06.RL.3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.						
Health								
Library/Cyber								
Math								
Music								
PE	PED-06.S5 [06.S5] Standard 5: Student Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.							
Science								
Social Studies	B-SMS1: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.	B-SMS2: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.	B-SMS4: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.	B-SMS9: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.				
	B-SMS9: I can identify the characteristics of positive and negative peer pressure	B-SS2: I can identify the characteristics of positive and negative peer pressure	B-SS5: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.	B-SS8: I can identify the emotional and physical dangers of substance use and abuse. This means that I understand how using drugs and alcohol affect my body and life.	B-SS8: I can identify the characteristics of positive and negative peer pressure	B-SS9: I can identify the characteristics of positive and negative peer pressure		

5. Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

ELA	ELA-06.RI.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	ELA-06.RL.3: Describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.						
Health								
Library/ Cyber								
Math								
Music								
PE	PED-06.S4 -[06.S4] Standard 4: Student exhibits responsible personal and social behavior that respects self and others.	PED-06.S4.PR.02: Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	PED-06.S4.S.01: Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	PED-06.S5 [06.S5] Standard 5: Student Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	PED-06.S5.CH.01: Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback and/or modifying the tasks.	PED-06.S5.SE.01: Describes how moving competently in a physical activity setting creates enjoyment.	PED-06.S5.SE.02: Identifies how self-expression and physical activity are related.	PED-06.S5.SI.01: Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing within the spirit of the game or activity.
Science								
Social Studies								



7TH GRADE

SELF AWARENESS

1. Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look & feel).

ELA	ELA-07.RI.1: Read closely to comprehend text.	ELA-07.RI.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	ELA-07.RI.04: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA-07.RL.1: Read closely to comprehend text.	ELA-07.RL.3: Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	ELA-07.RL.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	ELA-07.W.3.b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	ELA-07.W.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	ELA-07.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.
Health									
Library/Cyber	6-8 PLG.9: Determine and select materials appropriate to personal abilities and interests								

Math	MAT-07.EE.02: Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related.	MAT-07.G.01: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	MAT-07.NS.01.a: Describe situations in which opposite quantities combine to make 0.	MAT-07.SP.03: Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	MAT-07.SP.05: Understand that the probability of a chance event is a number from 0 through 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.				
PE									
Science									
Social Studies									

SELF AWARENESS

2. Identify personal strengths and the skills required to develop those strengths.

ELA	ELA-07.RL.3: Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	ELA-07.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.			
Health					
Library/Cyber					
Math	MAT-07.EE.04: Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	MAT-07.SP.08.a: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.			
PE					
Science					
Social Studies					

3. Understand the relationship between effort, attitude and achievement.

ELA					
Health					
Library/Cyber					
Math	MAT-07.RP.02: Recognize and represent proportional relationships between quantities.	MAT-07.RP.02.a: Decide whether two quantities are in a proportional relationship by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	MAT-07.RP.02.d: Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1,r) where r is the unit rate.		
PE					
Science					
Social Studies					

4. Distinguish between personal feelings and how one is expected to feel in a variety of situations.

ELA	ELA-07.RI.04: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA-07.RI.06: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Health					
Library/Cyber	CSC-07.DC_DI.1: Evaluate how digital identity can impact a person now and in the future.	6-8.RU.11: Apply safe practices for sharing personal information and explain the implications of unsafe practices.			
Math	MAT-07.SP.02: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	MAT-07.SP.08.b: Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (such as rolling double sixes), identify the outcomes in the sample space which compose the event.			
PE					
Science					
Social Studies	SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.				

SELF MANAGEMENT

1. Explain possible outcomes of expressing emotions in various ways.					
ELA	ELA-07.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-07.W.1: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-07.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.	
Health					
Library/Cyber					
Math					
PE	PED-07.S4.PR.01: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates	PED-07.S5.SE.02: Explains the relationship between self-expression and lifelong enjoyment through physical activity.	PED-07.S5.SI.01: Demonstrates the importance of Social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.		
Science					
Social Studies	SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living.	SST-6_12.WH.01-e3: Explain the causes and global effects of religious division.	SST-6_12.WH.02-e2: Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals.	SST-6_12.WH.03: Analyze the effects of different political systems on people.	SST-6_12.WH.03-e2: Explain the emergence of cultural interaction between Europe and other civilizations.

2. Identify stress management strategies.

ELA	ELA-07.RI.1: Read closely to comprehend text	ELA-07.RI.2: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-07.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	"ELA-07.W.8 Gather relevant information from multiple print and digital sources"	
Health					
Library/Cyber					
Math					
PE	PED-07.S3.SM.01: Practices strategies for dealing with stress, (e.g., deep breathing, guided visualization and aerobic exercise).	PED-07.S5.H.02: Identifies positive mental and emotional aspects of participating in a variety of physical activities.	PED-07.S5.SE.01: Identifies why self-selected physical activities create enjoyment.		
Science					
Social Studies					

SELF MANAGEMENT

3. Display endurance when facing adversity for the purpose of personal growth.

ELA	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
Health						
Library/Cyber						
Math						
PE	PED-07.S4.WO.01: Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.				
Science						
Social Studies	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.					

4. Display indicators of a growth mindset.

ELA	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-07.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).				
Health						
Library/Cyber						
Math						
PE	PED-07.S3.FK.03: Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	PED-07.S3.FK.05: Describes the role of exercise and nutrition in weight management.	PED-07.S3.N.01: Develops strategies to balance healthy food, snacks and water intake, along with daily physical activity.	PED-07.S3.PP.01: Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program/Fitness program).	PED-07.S3.PP.02: Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	PED-07.S4.PR.02: Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
Science						
Social Studies	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.					

SELF MANAGEMENT

5. Create and monitor personal and academic goals to meet identified needs.

ELA	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							

6. Apply strategies for planning, prioritizing and managing time.

ELA	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.02: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-07.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	ELA-07.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	ELA-07.W.07: Conduct short research projects to answer a question.	ELA-07.W.08: Gather relevant information from multiple print and digital sources.	
Health							
Library/Cyber							
Math							
PE	PED-07.S1.IP.01: Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.	PED-07.S2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	PED-07.S2.DR.01: Identifies and applies Newton's Laws of Motion to various dance or movement activities.	PED-07.S2.IG.01: Reduces open space by using loco-motor movements (e.g. walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g. reducing the angle in the space, reducing distance between player and goal).	PED-07.S2.IG.02: Executes at least two of the following offensive tactics to create open space: give and go; a variety of passes; fakes, pivot.	PED-07.S2.IG.03: Creates open space by staying spread on offense, and cutting and passing quickly.	
	PED-07.S2.IG.04: Reduces open space on defense by staying close to the opponent as he/she nears the goal.	PED-07.S2.IG.05: Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.	PED-07.S2.IG.06: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.	PED-07.S2.OP.01: Analyzes the situation and makes adjustments to ensure the safety of self and others.	PED-07.S2.NW.01: Creates open space in net/wall games with a long-handled implement by varying force, direction and moving opponent from side to side.	PED-07.S2.NW.02: Selects offensive shot based on opponent's location (hit where opponent is not).	
	PED-07.S2.NW.03: Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.	PED-07.S2.NW.04: Uses a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.	PED-07.S2.NW.05: Selects the correct defensive play based on the situation (e.g., number of outs).	PED-07.S3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	PED-07.S3.AK.01: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.S.02: Demonstrates competency in performing basic hands only CPR and associated skills.
Science							
Social Studies	SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living.						

SOCIAL AWARENESS

1. Identify support at home, school and in the community.

ELA	ELA-07.RI.03: Analyze the interactions between individuals, events, and ideas in a text.	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
Health	HTL-MS.s1.02: Describe the interrelationships of emotional, mental, emotional, physical, and social health in adolescence.	HTL-MS.s2.01: Analyze how family influences the health of individuals.	HTL-MS.s2.03: Describe how peers influence health behaviors.	HTL-MS.s2.04: Analyze how the school and community can affect personal health practices and behaviors.	HTL-MS.s2.08: Explain how school and public health policies can influence health promotion and disease	HTL-MS.s4.05: Demonstrate effective conflict management or resolution strategies.
	HTL-MS.s5.03: Distinguish when individual or collaborative decision making is appropriate.	HTL-MS.s5.05: Predict the potential outcomes of healthy and unhealthy decisions on self and others.	HTL-MS.s7.01: Describe strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.	HTL-MS.s7.02: Analyze health behaviors that will maintain or improve the health of self and others.	HTL-MS.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.	HTL-MS.s8.03: Work cooperatively to advocate for healthy individuals, families, and schools.
Library/Cyber						
Math	MAT-07.SP.08: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.					
PE	PED-07.S3.AK.01: Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	PED-07.S4: Student exhibits responsible personal and social behavior that respects self and others.	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.WO.01: Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	PED-07.S5.H.02: Identifies positive mental and emotional aspects of participating in a variety of physical activities.	PED-07.S5.SI.01: Demonstrates the importance of Social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.
Science						
Social Studies						

2. Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

ELA	ELA-07.RI.06: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA-07.RI.08: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	ELA-07.RL.02: Determine a theme or central idea of a text and analyze its development over the course of the text.	ELA-07.RL.06: Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	ELA-07.RL.09: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	ELA-07.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-07.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-07.W.06: Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
Health						
Library/Cyber						
Math	MAT-07.EE.01: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients with an emphasis on writing equivalent expressions.	MAT-07.G.02: Draw geometric shapes from given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. Use a variety of methods such as freehand, with ruler and protractor, and with technology.	MAT-07.NS.01: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	MAT-07.NS.02.c: Apply properties of operations as strategies to fluently multiply and divide rational numbers.	MAT-07.RP.02: Recognize and represent proportional relationships between quantities.	
PE						
Science	SCI-MS.LS2.02: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	SCI-MS.LS2.03: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.				
Social Studies	SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.	SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world.	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	SST-6_12.ND.04.2: Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.

SOCIAL AWARENESS

3. Analyze how people from diverse peer groups can learn from each other.

ELA	ELA-07.RI.06: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA-07.RI.08: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	ELA-07.RL.02: Determine a theme or central idea of a text and analyze its development over the course of the text.	ELA-07.RL.06: Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	ELA-07.RL.09: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
	ELA-07.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-07.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-07.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	ELA-07.W.06: Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
Health	HTL-MS.s1.03: Analyze how the environment affects personal health.	HTL-MS.s1.04: Describe how family history can affect personal health.	HTL-MS.s1.12: Acknowledge differences among individuals regarding gender.	HTL-MS.2.04 (HTL 2.04): Describe ways in which family history can have an impact on personal health			
Library/Cyber	CSC-07.DC_RU.1: Describe different forms of cyberbully and the effects on all parties involved.						
Math	MAT-07.EE.02: Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related.						

PE	PED-07.S2.OP.01: Analyzes the situation and makes adjustments to ensure the safety of self and others.	PED-07.s4: Student exhibits responsible personal and social behavior.	PED-07-S4.PR.01: Exhibits social behaviors by cooperating with classmates, demonstrates.	PED-07.S4.WO.01: Demonstrates cooperation skills by establishing rules and guidelines for resolving.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities,	PED-07.S5.SI.01: Demonstrates the importance of social interaction by helping and encouraging others.	
Science	SCI-MS.LS1.04: Use evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction.	SCI-MS.LS2.02: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	SCI-MS.LS4.01: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.				
Social Studies	SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology.	SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.	SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world.	SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.

SOCIAL AWARENESS

4. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

ELA	ELA-07.RI.06: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA-07.RI.08: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	ELA-07.RL.02: Determine a theme or central idea of a text and analyze its development over the course of the text.	ELA-07.RL.06: Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	ELA-07.RL.09: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-07.SL.03: Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	ELA-07.SL.04: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-07.W.06: Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.					
Health	HTL-MS.s2.02: Describe how culture, personal values, and beliefs support and challenge health	HTL-MS.s2.06: Explain the influence of norms, personal values, and beliefs on individual health behaviors.	HTL-MS.4.02 (HTL 4.02): Apply strategies for coping with peer pressure	HTL-MS.s4.02: Demonstrate refusal and negotiation skills to avoid or reduce health risks.	HTL-MS.4.03 (HTL 4.03): Describe causes of conflicts and strategies to prevent conflicts	HTL-MS.s4.03: Demonstrate negotiation skills to avoid or reduce health risks.	HTL-MS.s4.04: Demonstrate collaboration skills to avoid or reduce health risks.	HTL-HS.s8.02: Demonstrate how to influence and support others to make positive health choices.
Library/Cyber	CSC-07.DC_RU.2: Identify strategies to prevent and stop cyberbullying.							
Math	MAT-07.NS.01.d: Apply properties of operations as strategies to Fluently add and subtract rational numbers.	MAT-07.NS.02: Apply and extend previous understandings of multiplication, division, and fractions to multiply and divide rational numbers.	MAT-07.SP.04: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.					

PE	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S5.CH.01: Generates positive strategies such as offering suggestions/ assistance, leading/ following others and/or providing possible solutions when faced with a group challenge.						
Science								
Social Studies	SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world.	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.		

RELATIONSHIP SKILLS

1. Demonstrate proper etiquette when communicating electronically.

ELA	ELA-07.RL.06: Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
Health				
Library/Cyber	CSC-07.DC_RU.3: Use appropriate digital etiquette in a variety of situations. (Continued growth)	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations.	6-8.RU.10: Practice safe and ethical behaviors in personal electronic communication and interaction.	
Math				
PE	PED-07.S4.RE.01: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify dances/rhythmic activities.			
Science				
Social Studies	SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations.	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another.

2. Demonstrate appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).

ELA	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-07.SL.06: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Health				
Library/Cyber	CSC-07.DC_RU.3: Use appropriate digital etiquette in a variety of situations. (Continued growth)	CSC-07.DC_SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC) (Continued growth)	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations.	
Math				
PE	PED-07.S3.SM.01: Practices strategies for dealing with stress, (e.g., deep breathing, guided visualization and aerobic exercise).	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.	PED-07.S5.CH.01: Generates positive strategies such as offering suggestions/ assistance, leading/following others and/or providing possible solutions when faced with a group challenge.
Science				
Social Studies	SST-6_12.G.03.2: Analyze the physical and human characteristics of a region.			

RELATIONSHIP SKILLS

3. Demonstrate cooperation and teamwork to promote group effectiveness.

ELA	ELA-07.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
Health			
Library/Cyber	CSC-07.CS_SI.1: Use collaborative technology to gather and share information.	6-8.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	
Math			
PE	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.	
Science			
Social Studies	SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	SST-6_12.G.03: Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.	SST-6_12.G.05: Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.

4.Explain an approach to limit setting. (e.g. Acknowledge feelings, Communicate the limit, Target alternative.)

ELA	ELA-07.SL.06: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	ELA-07.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	
Health			
Library/Cyber			
Math			
PE	PED-07.S4.PR.01: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	PED-07.S4.S.01: Independently uses physical activity and exercise equipment appropriately and safely.	PED-07.S5.SI.01: Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates.
Science			
Social Studies			

5. Apply conflict resolution strategies in a variety of situations (e.g.interpersonal, intrapersonal, intragroup, intergroup).

ELA					
Health					
Library/Cyber	CSC-07.DC.SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC) (Continued growth)				
Math					
PE	PED-07.S3.FK.03: Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	PED-07.S3.PP.01: Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (e.g., Presidential Youth Fitness Program/Fitness program).	PED-07.S3.PP.02: Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.PR.01: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates
	PED-07.S4.RE.01: Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify dances/rhythmic activities.	PED-07.S4.S.01: Independently uses physical activity and exercise equipment appropriately and safely.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.		
Science					
Social Studies	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue.			

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-07.L.05: Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.	ELA-07.RL.01: Read closely to comprehend text to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA-07.RL.03: Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact.	ELA-07.RL.04: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	ELA-07.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-07.W.06: Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	ELA-07.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.
Health							
Library/Cyber	CSC-07.TS.T.1: Apply basic troubleshooting strategies. (Continued Growth)	6-8.IAI.1: Identify a problem or need using current knowledge as context for new learning.	6-8.IAI.2: Develop questions based on a problem or need.				
Math							
PE	PED-07.S4.AF.01: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills.	PED-07.S4.WO.01: Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.	PED-07.S5.CH.01: Generates positive strategies such as offering suggestions/assistance, leading/following others and/or providing possible solutions when faced with a group challenge.			
Science							
Social Studies	SST-6_12.G.01.3: Identify how major ecosystems provide raw materials.	SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology.	SST-6_12.G.02.2: Describe patterns of settlement and explain why people settle where they do and how they make their living.	SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations.	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.04.1: Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions.
	SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue.	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.	SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another.				

2. Evaluate potential solutions to problems.

ELA	ELA-07.SL.03: Evaluate a speaker's argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence.	ELA-07.W.1: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-06.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.				
Health							
Library/Cyber							
Math							
PE	PED-07.S3.SM.01: Practices strategies for dealing with stress, (e.g., deep breathing, guided visualization and aerobic exercise).	PED-07.S4.WO.02: Problem-solves with a small group of classmates during adventure activities, small group initiatives or game play.	PED-07.S5.CH.01: Generates positive strategies such as offering suggestions/ assistance, leading/ following others and/ or providing possible solutions when faced with a group challenge.				
Science							
Social Studies	SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.	SST-6_12.G.03.4: Identify factors that contribute to conflict and cooperation between cultural groups from multiple perspectives.	SST-6_12.G.04.2: Apply the skills of geographic inquiry to analyze a geographic problem or issue.				

RESPONSIBLE DECISION-MAKING

3. Analyze factual information surrounding situations.

ELA	ELA-07.RI.01: Read closely to comprehend text.	ELA-07.RI.08: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	ELA-07.RI.09: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	ELA-07.W.08: Gather relevant information from multiple print and digital sources.	ELA-07.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.G.01.4: Analyze the physical and human characteristics of a place.	SST-6_12.G.02.3: Explain the patterns, causes, and consequences of major human migrations.	SST-6_12.G.03.1: Describe the differences and similarities among cultures around the world.	SST-6_12.G.04.1: Explain and use a variety of geographic tools to study the world on global, regional, and local scales and draw conclusions.	SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another.

4. Recognize unsafe or high risk situations and utilize strategies to remove oneself.

ELA	ELA-07.RI.3: Analyze the interactions between individuals, events, and ideas in a text.	ELA-07.RL.3: Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).			
Health					
Library/Cyber					
Math					
PE	PED-07.S4.PR.01: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.	PED-07.S4.S.01: Independently uses physical activity and exercise equipment appropriately and safely.			
Science					
Social Studies	SST-6_12.G.01.5: Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.				

5. Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

ELA	ELA-07.RI.3: Analyze the interactions between individuals, events, and ideas in a text.	ELA-07.RI.06: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	ELA-07.RI.09: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	ELA-07.RL.3: Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	ELA-07.RL.09: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Health					
Library/Cyber					
Math					
PE	PED-07.S4.PR.01: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates.				
Science					
Social Studies	SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology."	SST-6_12.G.03.3: Interpret how culture and experience influence people's perception of places and regions.	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.	SST-6_12.G.05.2: Analyze how human changes to the environment in one region or place can affect another.	



8TH GRADE

SELF AWARENESS

1. Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).

ELA	ELA-08.RI.1: Read closely to comprehend text.	ELA-08.RI.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	ELA-08.RI.04: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA-08.RL.1: Read closely to comprehend text.	ELA-08.RL.03: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	ELA-08. RL. 7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	ELA-08.W.3.b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	ELA-08.W.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	ELA-08.W.4: Produce clear words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
Health						
Library/Cyber	6-8 PLG.9: Determine and select materials appropriate to personal abilities and interests					
Math						
PE						
Science						
Social Studies						

2. Identify personal strengths and the skills required to develop those strengths.

ELA	ELA-08.RL.3: Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision.	ELA-08.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.				
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						

3. Understand the relationship between effort, attitude and achievement.

ELA						
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.04: Compare how historical elements change over time.	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.	SST-6_12.US.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.		

SELF AWARENESS

4. Distinguish between personal feelings and how one is expected to feel in a variety of situations.

ELA	ELA-08.RI.04: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	ELA-08.RI.06: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
Health					
Library/Cyber	CSC-08.DC_DI.1: Continued growth. (Evaluate how digital identity can impact a person now and in the future.)	6-8.RU.11: Apply safe practices for sharing personal information and explain the implications of unsafe practices.			
Math					
PE					
Science					
Social Studies	SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.			

SELF MANAGEMENT

1. Explain possible outcomes of expressing emotions in various ways.

ELA	ELA-08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-08.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-08.W.09: Incorporate evidence from literary or informational texts to support analysis, reflection, and research.
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.			

2. Identify stress management strategies.

ELA	ELA-08.RI.1: Read closely to comprehend text.	ELA-08.RI.2: Determine a central idea of a text and explain how it is conveyed through particular details.	ELA-08.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-08.W.8: Gather relevant information from multiple print and digital sources.
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.		

3. Display endurance when facing adversity for the purpose of personal growth.

ELA	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War	SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction.

SELF MANAGEMENT

4. Display indicators of a growth mindset.

ELA	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-08.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).					
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies	SST-6_12.ND.01: Examine the physical and human geography of North Dakota and how it has changed.	SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.	SST-6_12.USe1.02: Explain the development of early United States government.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.USe2.03: Explain how westward expansion affected the social, economic, and political landscape of the United States.	SST-6_12.US.06: Connect the past to the present using current events.	
Counselor	B-LS4: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.	B-LS4: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.	B-LS6: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.	B-LS6: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.	B-LS7: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.	B-LS7: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.	B-LS8: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.
	B-LS8: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.	B-LS10: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.	B-LS10: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.	B-SMS6: I can identify how school success is related to future career and vocational opportunities. This means that my performance in class on assessments will affect future academic success in school.	B-SMS6: I can understand the relationship between classroom performance and success in school. This means taht my performance in class will affect both my current and future academic success in school.		

5. Create and monitor personal and academic goals to meet identified needs.

ELA	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.						
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							

SELF MANAGEMENT

6. Apply strategies for planning, prioritizing and managing time.

ELA	ELA-08.W.01: Write arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.	ELA-08.W.02: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	ELA-08.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	ELA-08.W.05: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	ELA-08.W.07: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	ELA-08.W.08: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.US.06: Connect the past to the present using current events.					

SOCIAL AWARENESS

1. Identify support at home, school and in the community.

ELA	ELA-08.RI.03: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	ELA-08.W.01: Write arguments with clear reasons and relevant evidence.	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
Health	HTL-MS.s1.02: Describe the interrelationships of emotional, mental, emotional, physical, and social health in adolescence.	HTL-MS.s2.01: Analyze how family influences the health of individuals.	HTL-MS.s2.03: Describe how peers influence health behaviors.	HTL-MS.s2.04: Analyze how the school and community can affect personal health practices and behaviors.	HTL-MS.s2.08: Explain how school and public health policies can influence health promotion and disease.	HTL-MS.s4.05: Demonstrate effective conflict management or resolution strategies.	HTL-MS.s5.03: Distinguish when individual or collaborative decision making is appropriate.	HTL-MS.s5.05: Predict the potential outcomes of healthy and unhealthy decisions on self and others.
	HTL-MS.s7.01: Describe strategies to influence and work cooperatively with others to advocate for healthy individuals, families, and communities	HTL-MS.s7.02: Analyze health behaviors that will maintain or improve the health of self and others.	HTL-MS.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.	HTL-MS.s8.03: Work cooperatively to advocate for healthy individuals, families, and schools.				
Library/ Cyber								
Math								
PE	PED-08.S4: Student exhibits responsible personal and social behavior that respects self and others.	PED-08.S4.AF.01: Provides encouragement and feedback to peers without prompting from the teacher.	PED-08.S4.PR.01: Accepts responsibility for improving one's own levels of physical activity and fitness.	PED-08.S4.WO.01: Responds appropriately to participant's ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	PED-08.S4.WO.02: Cooperates with multiple classmates on problem solving initiatives including adventure activities, large group initiatives and game play.	PED-08.S5.SI.01: Demonstrates respect for self by asking for help and helping others in various physical activities.		
Science								

Social Studies	SST-6_12.ND.02: Explain the development and functions of North Dakota's state and local governments, tribal governments and the role of citizens.	SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.						
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SOCIAL AWARENESS

2. Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.

ELA	ELA-08.RI.06: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	ELA-08.RI.08: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ELA-08.RL.02: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	ELA-08.RL.06: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	ELA-08.RL.09: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-08.SL.03: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	ELA-08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-08.W.01: Write arguments with clear reasons and relevant evidence.	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-08.W.06: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Health						
Library/Cyber	CSC-08.DC_RU.1: Describe different forms of cyberbully and the effects on all parties involved. (Continued Growth)					
Math	MAT-08.EE.05: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.					
PE						

Science	SCI-MS.ESS3.02: Analyze and interpret data on natural hazards to forecast future catastrophic events that necessitate the development of technologies to mitigate their effects.					
Social Studies	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe2.04: Explain the changing Native American federal policy and the impact on tribal sovereignty.	SST-6_12.ND.04.2: Analyze European exploration and early settlement of North Dakota and its impact on Native American groups.	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	

SOCIAL AWARENESS

3. Analyze how people from diverse peer groups can learn from each other.

ELA	ELA-08.RI.06: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	ELA-08.RI.08: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ELA-08.RL.02: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	ELA-08.RL.06: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	ELA-08.RL.09: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	ELA-08.SL.03: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	ELA-08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-08.W.01: Write arguments with clear reasons and relevant evidence.	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-08.W.04: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	ELA-08.W.06: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Health	HTL-MS.s1.03: Analyze how the environment affects personal health.	HTL-MS.s1.04: Describe how family history can affect personal health.	HTL-MS.s1.12: Acknowledge differences among individuals regarding gender.	HTL-MS.2.04 (HTL 2.04): Describe ways in which family history can have an impact on personal		
Library/Cyber						
Math	MAT-08.EE.07.a: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	MAT-08.EE.08: Analyze and solve pairs of simultaneous linear equations.	MAT-08.EE.08.a: Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	MAT-08.EE.08.b: Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	MAT-08.F.03: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Give examples of functions that are not linear.	

PE	PED-08.S4: Student exhibits responsible personal and social behavior.	PED-08.S4.AF.01: Provides encouragement and feedback to peers without prompting from the teacher.	PED-08.S4.WO.01: Responds appropriately to participants ethical and unethical behavior during p.e.	PED-08.S4.WO.02: Cooperates with multiple classmates on problem-solving initiatives including adv.		
Science						
Social Studies	SST-6_12.G.02: Analyze the movement of people, goods, ideas, technology, etc. throughout the world.	SST-6_12.G.02.1: Explain how movement of goods, information, and population are affected by technology.	SST-6_12.G.05.1: Explain how people have modified the environment and used technology to make places more suitable for humans.	SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.	
	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.	SST-6_12.WH.01-e1: Explain multiple achievements of civilizations and connect them to the present.	

SOCIAL AWARENESS

4. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

ELA	ELA-08.RI.06: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	ELA-08.RI.08: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ELA-08.RL.02: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	ELA-08.RL.06: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	ELA-08.RL.09: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	ELA-08.SL.03: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	ELA-08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	ELA-08.W.01: Write arguments with clear reasons and relevant evidence.	ELA-08.W.03: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	ELA-08.W.06: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	
Health	HTL-MS.s2.02: Describe how culture, personal values, and beliefs support and challenge health.	HTL-MS.s2.06: Explain the influence of norms, personal values, and beliefs on individual health behaviors.	HTL-MS.4.02 (HTL 4.02): Apply strategies for coping with peer pressure	HTL-MS.s4.02: Demonstrate refusal and negotiation skills to avoid or reduce health risks.	HTL-MS.4.03 (HTL 4.03): Describe causes of conflicts and strategies to prevent conflicts	HTL-MS.s4.03: Demonstrate negotiation skills to avoid or reduce health risks.
	HTL-MS.s4.04: Demonstrate collaboration skills to avoid or reduce health risks.	HTL-HS.s8.02: Demonstrate how to influence and support others to make positive health choices.				
Library/ Cyber	CSC-08.DC_RU.2: Identify strategies to prevent and stop cyberbullying.					
Math						
PE						
Science						

Social Studies	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.04: Compare how historical elements change over time.	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War
	SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction.					

RELATIONSHIP SKILLS

1. Demonstrate proper etiquette when communicating electronically.

ELA	ELA-08.RL.06: Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELA-08.W.08: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Health						
Library/Cyber	CSC-08.DC_RU.3: Use appropriate digital etiquette in a variety of situations. (Continued growth)	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations.	6-8.RU.10: Practice safe and ethical behaviors in personal electronic communication and interaction.			
Math						
PE	PED-08.S4.AF.01: Provides encouragement and feedback to peers without prompting from the teacher.	PED-08.S4.RE.01: Applies rules and etiquette by acting as an official for modified physical activities games and creating dance routines within a given set of parameters.				
Science						
Social Studies	SST-6_12.ND.02.1: Describe the structure, role, and formation of tribal governments, both present and past, in North Dakota.	SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.	SST-6_12.ND.04.1: Identify the Native American groups in North Dakota before European contact and describe their culture.	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	SST-6_12.US.01-e1: Explain the social, political, and cultural causes and immediate consequences of the American Revolution.	SST-6_12.US.01-e2: Analyze the impacts of social, religious, and/or cultural movements.
	SST-6_12.US.02-e1: Explain the development of early United States government.	SST-6_12.US.02-e3: Explain the social, cultural and economic impact of local, state, and federal government policy on American people.	SST-6_12.US.03-e1: Explain the development of United States society after the American Revolution.	SST-6_12.US.04-e2: Explain the changing Native American federal policy and the impact on tribal sovereignty.	SST-6_12.US.06-e2: Explain the social, economic, and political effects of Reconstruction.	

2. Demonstrate appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).

ELA	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
Health					
Library/Cyber	CSC-08.DC_SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC) (Continued growth).	6-8.RU.9: Determine and use appropriate digital etiquette* for a variety of situations.			
Math					
PE	PED-08.S3.AE.02: Participates in a variety of self-selected aerobic fitness activities outside of school (e.g., walking, jogging, biking, skating, dancing and/or swimming).	PED-08.S4.RE.01: Applies rules and etiquette by acting as an official for modified physical activities games and creating dance routines within a given set of parameters.			
Science					
Social Studies	SST-6_12.ND.04: Analyze the historical and current events and their impact on the development of North Dakota.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.03: Explain the development of United States society after the American Revolution.	SST-6_12.USe1.04: Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.

RELATIONSHIP SKILLS

3. Demonstrate cooperation and teamwork to promote group effectiveness.

ELA	ELA-08.SL.01: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
Health						
Library/Cyber	CSC-08.CS_SI.1: Use collaborative technology to communicate information to a specific audience.	6-8.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.				
Math						
PE	PED-08.S4.AF.01: Provides encouragement and feedback to peers without prompting from the teacher.	PED-08.S4.WO.01: Responds appropriately to participant's ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	PED-08.S4.WO.02: Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.			
Science						
Social Studies	SST-6_12.ND.01.2: Explain the human settlement patterns in North Dakota.	SST-6_12.ND.02.3: Explain the development and functions of North Dakota's state and local governments, tribal governments and the role of citizens.	SST-6_12.USe1.02: Explain the development of early United States government.	SST-6_12.USe1.03: Explain the development of United States society after the American Revolution.	SST-6_12.USe1.04: Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.
	SST-6_12.USe2.03: Explain how westward expansion affected the social, economic, and political landscape of the United States.	SST-6_12.USe2.04: Explain the changing Native American federal policy and the impact on tribal sovereignty.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War.	SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction.	SST-6_12.USe3.03: Explain the impact of the United States' transformation into an imperialist power.	

4.Explain an approach to limit setting. (e.g. Acknowledge feelings, Communicate the limit, Target alternative.)

ELA					
Health					
Library/Cyber					
Math					
PE	PED-08.S4.PR.01: Accepts responsibility for improving one's own levels of physical activity and fitness.	PED-08.S4.WO.02: Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.			
Science					
Social Studies	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.				
	B-LS9: I can apply conflict resolution skills. This means I know what to do when i have a problem.	B-SMS1: I can apply conflict resolution skills. This means I know what to do when i have a problem.	B-SS6: I can apply conflict resolution skills. This means I know what to do when i have a problem.	B-SS7: I can apply conflict resolution skills. This means I know what to do when i have a problem.	B-SS8: I can apply conflict resolution skills. This means I know what to do when i have a problem.

RELATIONSHIP SKILLS

5. Apply conflict resolution strategies in a variety of situations (e.g.interpersonal, intrapersonal, intragroup, intergroup).

ELA							
Health							
Library/Cyber	CSC-08.DC_SE.1: Identify steps for responding to uncomfortable situations when interacting online. (CYSEC) (Continued growth).						
Math							
PE	PED-08.S4.WO.01: Responds appropriately to participant's ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.	PED-08.S4.WO.02: Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play.					
Science							
Social Studies	SST-6_12.ND.04.4: Analyze the effect of government policy, both historical and modern, toward Native American groups in North Dakota.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War	SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction.

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.								
ELA	ELA-08.L.05: Understand figurative language, word relationships, and nuances in word meanings.	ELA-08.W.01: Write arguments with clear reasons and relevant evidence.	ELA-08.W.06: Use technology to produce and publish writing and collaborate with others.	ELA-08.RL.01: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	ELA-08.RL.04: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.			
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.ND.03.2: Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impact.	SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.02: Explain the development of early United States government.	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War.	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.

2. Evaluate potential solutions to problems.

ELA								
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.ND.04.5: Evaluate the growth and struggles of the modernization of North Dakota and the role the state has played in modern America.	SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.US.01-e1: Explain the social, political, and cultural causes and immediate consequences of the American Revolution.	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War.	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.

RESPONSIBLE DECISION-MAKING

3. Analyze factual information surrounding situations.

ELA	ELA-08.SL.04: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.							
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.ND.04: Analyze the historical and current events and their impact on the development of North Dakota.	SST-6_12.ND.04.6: Use various primary and secondary resources to acquire, analyze, and evaluate information.	SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.04: Compare how historical elements change over time.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.01: Explain the social, political, and cultural causes and immediate consequences of the American Revolution.	

4. Recognize unsafe or high risk situations and utilize strategies to remove oneself.

ELA								
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.USe3.01: Explain the causes and consequences of the Industrial Revolution on American society.						

5. Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

ELA	ELA-08.SL.05: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.							
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.ND.02.3: Explain the impact of political organizations and individual citizens on the political systems and institutions of North Dakota.	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.	SST-6_12.US.06: Connect the past to the present using current events.	SST-6_12.USe1.03: Explain the development of United States society after the American Revolution.	SST-6_12.USe1.04: Explain the importance of foreign and domestic decisions of the early United States government, its leaders, and political parties.		
	SST-6_12.USe2.01: Analyze the impacts of social, religious, and/or cultural movements.	SST-6_12.USe2.03: Explain how westward expansion affected the social, economic, and political landscape of the United States.	SST-6_12.USe2.05: Explain the social, economic, and political causes and effects of the Civil War	SST-6_12.USe2.06: Explain the social, economic, and political effects of Reconstruction.	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.			



9–12 GRADE HEALTH

SELF AWARENESS

1. Create a plan for managing a variety of emotions.
HTL-HS.1.04 (HTL 1.04): Explain how personal health behaviors impact the functioning of body systems.
HTL-HS.2.02 (HTL 2.02): Apply strategies for enhancing personal health.
HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.
HTL-HS.s4.05: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. (9th grade)
HTL-HS.s5.02: Apply the decision-making process in health-related situations. (9th grade)

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

HTL-HS.s1.01: Predict and/or evaluate how health behaviors can affect health status.	HTL-HS.s2.06: Analyze how the perceptions of norms influence health behaviors.	HTL-HS.s5.05: Predict the potential short-term and long-term impact of each alternative on self and others.
HTL-HS.s1.03: Analyze how environment and personal health are interrelated.	HTL-HS.2.07 (HTL 2.07): Describe strategies for enhancing health and safety.	HTL-HS.5.06 (HTL 5.06): Explain consequences of using alcohol, tobacco, and other drugs.
HTL-HS.1.04 (HTL 1.04): Explain how personal health behaviors impact the functioning of body systems.	HTL-HS.s2.07: Examine how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.	HTL-HS.s5.07: Evaluate the effectiveness of health-related decisions.
HTL-HS.s1.05: Formulate strategies to reduce or prevent injuries and health problems.	HTL-HS.s3.04: Determine when professional health services may be required.	HTL-HS.s6.01: Assess personal health status.
HTL-HS.s1.07: Analyze the benefits of and barriers to practicing a variety of health enhancing behaviors.	HTL-HS.4.03 (HTL 4.03): Explain why a particular strategy is appropriate for a given situation.	HTL-HS.s6.02: Develop a plan to attain a personal health goal.
HTL-HS.s1.08: Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.	HTL-HS.s4.05: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	HTL-HS.s6.03: Implement strategies to monitor progress in achieving a personal health goal.
HTL-HS.2.01 (HTL 2.01): Analyze healthy versus unhealthy behaviors.	HTL-HS.5.01 (HTL 5.01): Develop a life-long plan to sustain personal health.	HTL-HS.s6.04: Formulate an effective short-term and long-term personal health plan.
HTL-HS.s2.01: Analyze how the family influences the health of individuals.	HTL-HS.s5.01: Examine barriers that can hinder healthy decision making.	HTL-HS.6.05: Determine criteria used to evaluate health information, products, and services.
HTL-HS.2.02 (HTL 2.02): Apply strategies for enhancing personal health.	HTL-HS.5.02 (HTL 5.02): Assess the personal life-long plan to monitor progress toward the goal.	HTL-HS.s7.01: Analyze the role of individual responsibility for enhancing health.
HTL-HS.s2.02: Analyze how culture, personal values, and beliefs support and challenge health behaviors.	HTL-HS.s5.02: Apply the decision-making process in health-related situations.	HTL-HS.s7.02: Analyze a variety of health behaviors that will maintain or improve the health of self and others.
HTL-HS.s2.03: Analyze how peers influence health behaviors.	HTL-HS.5.03 (HTL 5.03): Apply the decision making process as it relates to a healthy lifestyle.	HTL-HS.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.
HTL-HS.s2.04: Evaluate how the school and community can affect personal health behaviors.	HTL-HS.s5.04: Generate alternatives to health-related issues or problems.	HTL-HS.7.04 (HTL 7.04): Apply strategies to express information and opinions about health issues.
HTL-HS.s2.05: Evaluate the impact of media and technology on personal, family, and community health.	HTL-HS.5.05 (HTL 5.05): Compare the short and long term impacts of alternative choices.	

SELF AWARENESS

3. Demonstrate resilience and a positive attitude for school and life.

HTL-HS.s1.02: Analyze the interrelationships of mental, emotional, physical, and social health.

4. Advocate for oneself by creating 'I'– messages to present personal perspective.

HTL-HS.4.02 (HTL 4.02): Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.02: Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.04: Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.06: Demonstrate how to ask for and offer assistance to enhance the health of self and others.

HTL-HS.s5.03: Justify when individual or collaborative decision making is appropriate.

HTL-HS.s5.06: Defend the healthy choice when making decisions.

HTL-HS.s8.01: Utilize peer and societal norms to formulate a health-enhancing message.

HTL-HS.s8.04: Adapt health messages and communication techniques to a specific target audience.

SELF MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

HTL-HS.1.04 (HTL 1.04): Explain how personal health behaviors impact the functioning of body systems.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

3. Consistently apply strategies for working hard in challenging settings.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

HTL-HS.1.01 (HTL 1.01) Explain how changes that occur throughout life differ.

HTL-HS.s1.10: Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy for parent and child.

HTL-HS.2.02 (HTL 2.02): Apply strategies for enhancing personal health.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

HTL-HS.2.07 (HTL 2.07): Describe strategies for enhancing health and safety.

HTL-HS.4.03 (HTL 4.03): Explain why a particular strategy is appropriate for a given situation.

HTL-HS.5.01 (HTL 5.01): Develop a life-long plan to sustain personal health.

HTL-HS.5.02 (HTL 5.02): Assess the personal life-long plan to monitor progress toward the goal.

HTL-HS.5.05 (HTL 5.05): Compare the short and long term impacts of alternative choices.

HTL-HS.s5.05: Predict the potential short-term and long-term impact of each alternative on self and others.

HTL-HS.s6.02: Develop a plan to attain a personal health goal.

HTL-HS.s6.03: Implement strategies to monitor progress in achieving a personal health goal.

HTL-HS.s6.04: Formulate an effective short-term and long-term personal health plan.

HTL-HS.s7.01: Analyze the role of individual responsibility for enhancing health.

2. Create a long term plan for stress management throughout the lifespan.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

4. Apply strategies for developing and maintaining a growth mindset.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

HTL-HS.1.01 (HTL 1.01) Explain how changes that occur throughout life differ.

HTL-HS.2.02 (HTL 2.02): Apply strategies for enhancing personal health.

HTL-HS.2.03 (HTL 2.03): Explain ways individuals can take responsibility for enhancing their behaviors.

HTL-HS.2.07 (HTL 2.07): Describe strategies for enhancing health and safety.

HTL-HS.4.03 (HTL 4.03): Explain why a particular strategy is appropriate for a given situation.

HTL-HS.5.01 (HTL 5.01): Develop a life-long plan to sustain personal health.

HTL-HS.5.02 (HTL 5.02): Assess the personal life-long plan to monitor progress toward the goal.

HTL-HS.5.05 (HTL 5.05): Compare the short and long term impacts of alternative choices.

HTL-HS.s5.05: Predict the potential short-term and long-term impact of each alternative on self and others.

HTL-HS.s6.02: Develop a plan to attain a personal health goal.

HTL-HS.s6.03: Implement strategies to monitor progress in achieving a personal health goal.

HTL-HS.s6.04: Formulate an effective short-term and long-term personal health plan.

HTL-HS.s7.01: Analyze the role of individual responsibility for enhancing health.

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

HTL-HS.1.03 (HTL 1.03) Describe the importance of prenatal and postnatal care to both parent and child.

HTL-HS.s2.01: Analyze how the family influences the health of individuals.

HTL-HS.s2.04: Evaluate how the school and community can affect personal health behaviors.

HTL-HS.s2.08 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HTL-HS.3.01 (HTL 3.01) Explain how the community can influence the health of individuals.

HTL-HS.s4.06: Demonstrate how to ask for and offer assistance to enhance the health of self and others.

HTL-HS.s5.03: Justify when individual or collaborative decision making is appropriate.

HTL-HS.6.04 (HTL 6.04) Identify agencies that protect and inform consumers.

HTL-HS.s8.02: Demonstrate how to influence and support others to make positive health choices.

HTL-HS.s8.03: Work cooperatively as an advocate for improving personal, family, and community health.

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

HTL-HS.s2.02: Analyze how culture, personal values, and beliefs support and challenge health behaviors.

HTL-HS.s4.04: Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks.

HTL-HS.s8.01: Utilize peer and societal norms to formulate a health-enhancing message.

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

HTL-HS.s4.02: Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.03: Apply effective verbal and nonverbal negotiation skills to enhance health and avoid or reduce health risks.

HTL-HS.s7.01: Analyze the role of individual responsibility for enhancing health.

HTL-HS.s7.03: Demonstrate health behaviors to avoid or reduce health risks to self and others.

HTL-HS.s8.04: Adapt health messages and communication techniques to a specific target audience.

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

HTL-HS.s2.06: Analyze how the perceptions of norms influence health behaviors.

HTL-HS.3.02 (HTL 3.02): Describe how cultural diversity enriches and challenges health behavior.

HTL-HS.s4.01: Demonstrate active listening skills to enhance health and avoid or reduce health risks.

HTL-HS.4.02 (HTL 4.02): Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HTL-HS.7.02 (HTL 7.02): Develop strategies to influence and support others in making positive choices.

HTL-HS.7.05 (HTL 7.05): Apply strategies for adapting health messages to a specific target audience.

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

HTL-HS.3.02 (HTL 3.02): Describe how cultural diversity enriches and challenges health behavior.

HTL-HS.4.03 (HTL 4.03): Explain why a particular strategy is appropriate for a given situation.

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

HTL-HS.s1.02: Analyze the interrelationships of mental, emotional, physical, and social health.

HTL-HS.s1.05: Formulate strategies to reduce or prevent injuries and health problems.

HTL-HS.5.01 (HTL 5.01): Develop a life-long plan to sustain personal health.

HTL-HS.s2.01: Analyze how the family influences the health of individuals.

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

HTL-HS.s1.08: Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.

HTL-HS.s4.02: Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.05: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

HTL-HS.s8.02: Demonstrate how to influence and support others to make positive health choices.

HTL-HS.s8.03: Work cooperatively as an advocate for improving personal, family, and community health.

HTL-HS.s7.02: Analyze a variety of health behaviors that will maintain or improve the health of self and others.

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

HTL-HS.s3.04: Determine when professional health services may be required.

HTL-HS.s8.04: Adapt health messages and communication techniques to a specific target audience.

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

HTL-HS.s5.05: Predict the potential short-term and long-term impact of each alternative on self and others.

2. Create a plan to apply the most appropriate solutions to problems.

HTL-HS.s5.02: Apply the decision-making process in health-related situations.

HTL-HS.s6.03: Implement strategies to monitor progress in achieving a personal health goal.

3. Differentiate between emotional response and factual information surrounding situations.

HTL-HS.s4.01: Demonstrate active listening skills to enhance health and avoid or reduce health risks.

HTL-HS.s4.04: Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks.

4. Analyze how current choices affect one's future.

HTL-HS.s1.03: Analyze how environment and personal health are interrelated.

HTL-HS.s2.02: Analyze how culture, personal values, and beliefs support and challenge health behaviors.

HTL-HS.s2.03: Analyze how peers influence health behaviors.

HTL-HS.s2.06: Analyze how the perceptions of norms influence health behaviors.

HTL-HS.5.03 (HTL 5.03): Apply the decision making process as it relates to a healthy lifestyle.

HTL-HS.5.06 (HTL 5.06): Explain consequences of using alcohol, tobacco, and other drugs.

5. Apply moral, persona, and ethical standards when making decisions.

HTL-HS.s2.04: Evaluate how the school and community can affect personal health behaviors.

HTL-HS.s2.05: Evaluate the impact of media and technology on personal, family, and community health.

HTL-HS.s2.06: Analyze how the perceptions of norms influence health behaviors.

HTL-HS.3.02 (HTL 3.02): Describe how cultural diversity enriches and challenges health behavior.

HTL-HS.7.02 (HTL 7.02): Develop strategies to influence and support others in making positive choices.



9–12 GRADE MATH

SELF AWARENESS

1. Create a plan for managing a variety of emotions.

MAT-HS.A-SSE.02: Use the structure of an expression to identify ways to rewrite it.

MAT-HS.A-SSE.03: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

MAT-HS.A-SSE.03.b: Complete the square in a quadratic expression to produce an equivalent expression.

MAT-HS.G-GPE.02: Convert between the standard and general form equations of conic sections.

MAT-HS.G-SRT.07: Explain and use the relationship between the sine and cosine of complementary angles.

MAT-HS.N-RN.04: Perform basic operations on radicals and simplify radicals to write equivalent expressions.

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

MAT-HS.G-GPE.03: Identify key features of conic sections given their equations. Apply properties of conic sections in real world situations. *

3. Demonstrate resilience and a positive attitude for school and life.

MAT-HS.A-APR.06: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

MAT-HS.A-CED.04: Rearrange formulas to isolate a quantity of interest, using the same reasoning as in solving equations.

MAT-HS.A-REI.08: Represent a system of linear equations as a single matrix equation.

MAT-HS.A-REI.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.

MAT-HS.F-BF.05: Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

MAT-HS.F-IF.05: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

MAT-HS.F-TF.01: Understand that the radian measure of an angle is the ratio of the length of the arc to the length of the radius of a circle.

MAT-HS.F-TF.06: Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

MAT-HS.G-C.01: Understand and apply theorems about relationships with line segments and circles including radii, diameter, secants, tangents, and chords.

MAT-HS.G-C.02: Understand and apply theorems about relationships with angles formed by radii, diameter, secants, tangents, and chords. Understand and apply properties of angles for a quadrilateral inscribed in a circle.

MAT-HS.G-SRT.06: Understand how the properties of similar right triangles allow the trigonometric ratios to be defined, and determine the sine, cosine, and tangent of an acute angle in a right triangle.

MAT-HS.G-SRT.11: Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in context.

4. Advocate for oneself by creating 'I'-messages to present personal perspective.

MAT-HS.A-SSE.01.a: Interpret parts of an expression, such as terms, factors, and coefficients.

MAT-HS.S-IC.06.c: Recognize and describe how graphs and data can be distorted to support different points of view.

MAT-HS.S-ID.03: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

MAT-HS.N-RN.01: Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.

SELF MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

MAT-HS.A-APR.06: Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

MAT-HS.A-CED.03: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

MAT-HS.F-BF.05: Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

MAT-HS.G-CO.13: Apply basic constructions to create polygons such as equilateral triangles, squares, and regular hexagons inscribed in circles.

MAT-HS.G-GMD.03: Know and apply volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems.

MAT-HS.G-SRT.08.b: Apply trigonometric ratios and the Pythagorean Theorem to solve special right triangles in applied problems.

MAT-HS.S-CP.01: Describe events as subsets of a sample space using characteristics of the outcomes, or as unions, intersections, or complements of other events.

MAT-HS.S-IC.06.c: Recognize and describe how graphs and data can be distorted to support different points of view.

MAT-HS.S-IC.06.b: Identify and explain misleading use of data; recognize when claims based on data confuse correlation and causation.

MAT-HS.S-MD.06: Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

2. Create a long term plan for stress management throughout the lifespan.

MAT-HS.A-REI.04.b: Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

3. Consistently apply strategies for working hard in challenging settings.

MAT-HS.A-APR.03: Identify zeros of polynomials when suitable factorizations are available. Use the zeros to construct a rough graph of the function defined by the polynomial.

MAT-HS.A-REI.02: Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

MAT-HS.F-TF.09: Know and apply the addition and subtraction formulas for sine, cosine, and tangent.

MAT-HS.G-CO.06: Use geometric descriptions of rigid motions to predict the effect of a given rigid motion on a given figure. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent decide if they are congruent.

MAT-HS.G-SRT.08.a: Apply trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

MAT-HS.S-ID.03: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

4. Apply strategies for developing and maintaining a growth mindset.

MAT-HS.A-REI.11: Using graphs, technology, tables, or successive approximations, show that the solution(s) to the equation $f(x) = g(x)$ are the x -value(s) that result in the y -values of $f(x)$ and $g(x)$ being the same.

MAT-HS.F-BF.01: Write a function that describes a relationship between two quantities.

MAT-HS.F-IF.07: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

MAT-HS.G-CO.05: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

MAT-HS.G-GPE.03: Identify key features of conic sections given their equations. Apply properties of conic sections in real world situations. *

MAT-HS.S-ID.06.a: Fit a function to the data. Use functions fitted to data to solve problems in the context of the data.

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

MAT-HS.A-CED.04: Rearrange formulas to isolate a quantity of interest, using the same reasoning as in solving equations.

MAT-HS.G-CO.04: Develop or verify experimentally the characteristics of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

MAT-HS.S-MD.02: Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

MAT-HS.S-MD.03: Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.

MAT-HS.S-MD.05.a: Find the expected payoff for a game of chance.

MAT-HS.S-MD.07: Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

MAT-HS.A-REI.01: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

MAT-HS.A-SSE.03.b: Complete the square in a quadratic expression to produce an equivalent expression.

MAT-HS.F-BF.03: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $f(x + k)$, $k f(x)$, and $f(kx)$, for specific values of k (both positive and negative); find the value of k given the graphs. Recognize even and odd functions from their graphs.

MAT-HS.F-BF.04.c: Read values of an inverse function from a graph or a table, given that the function has an inverse.

MAT-HS.G-MG.03: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

MAT-HS.S-ID.05: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

MAT-HS.A-REI.11: Using graphs, technology, tables, or successive approximations, show that the solution(s) to the equation $f(x) = g(x)$ are the x-value(s) that result in the y-values of $f(x)$ and $g(x)$ being the same.

MAT-HS.F-IF.04: Use tables, graphs, verbal descriptions, and equations to interpret and sketch the key features of a function modeling the relationship between two quantities.

MAT-HS.F-IF.07: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

MAT-HS.G-CO.12: Make basic geometric constructions with a variety of tools and methods.

MAT-HS.G-MG.03: Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

MAT-HS.G-CO.13: Apply basic constructions to create polygons such as equilateral triangles, squares, and regular hexagons inscribed in circles.

MAT-HS.G-GMD.02: Calculate the surface area for prisms, cylinders, pyramids, cones, and spheres to solve problems.

MAT-HS.G-MG.02: Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

MAT-HS.N-Q.03: Choose a level of accuracy or precision appropriate to limitations on measurement when reporting quantities.

MAT-HS.S-ID.06: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

MAT-HS.F-BF.02: Write arithmetic and geometric sequences both recursively and with an explicit formula and convert between the two forms. Use sequences to model situations.

MAT-HS.F-IF.09: Compare properties of two functions each represented in a different way.

MAT-HS.F-LE.01: Identify situations that can be modeled with linear, quadratic, and exponential functions. Justify the most appropriate model for a situation based on the rate of change over equal intervals. Include situations in which a quantity grows or decays.

MAT-HS.G-GMD.03: Know and apply volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems.

MAT-HS.G-SRT.05.a: Use congruence to solve problems in geometric figures.

MAT-HS.G-SRT.10: Solve unknown sides and angles of non-right triangles using the Laws of Sines and Cosines.

MAT-HS.N-CN.09: Apply the Fundamental Theorem of Algebra to determine the number of zeros for polynomial functions. Find all solutions to a polynomial equation.

MAT-HS.S-ID.03: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points.

MAT-HS.S-ID.06: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

MAT-HS.S-ID.07: Interpret the slope and the intercept of a linear model in the context of the data. Interpolate and extrapolate the linear model to predict values.

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

MAT-HS.A-SSE.01: Interpret expressions that represent a quantity in terms of its context.	MAT-HS.G-CO.07: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent	MAT-HS.G-CO.07: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent
MAT-HS.A-SSE.01.a: Interpret parts of an expression, such as terms, factors, and coefficients.	MAT-HS.G-CO.08: Prove two triangles are congruent using the congruence theorems such as ASA, SAS, and SSS.	MAT-HS.G-CO.08: Prove two triangles are congruent using the congruence theorems such as ASA, SAS, and SSS.
MAT-HS.A-SSE.01.b: Interpret complicated expressions by examining one or more of their parts as a single entity.	MAT-HS.G-CO.09: Prove and apply theorems about lines and angles.	MAT-HS.G-CO.09: Prove and apply theorems about lines and angles.
MAT-HS.F-BF.01: Write a function that describes a relationship between two quantities.	MAT-HS.G-CO.09.a: Prove theorems about lines and angles.	MAT-HS.G-CO.09.a: Prove theorems about lines and angles.
MAT-HS.F-BF.03: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $f(x - k)$, $k f(x)$, and $f(kx)$, for specific values of k (both positive and negative); find the value of k given the graphs. Recognize even and odd functions from their graphs.	MAT-HS.G-CO.09.b: Apply theorems about lines and angles.	MAT-HS.G-CO.09.b: Apply theorems about lines and angles.
MAT-HS.F-IF.08: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	MAT-HS.G-CO.10: Prove and apply theorems about triangle properties.	MAT-HS.G-CO.10: Prove and apply theorems about triangle properties.
MAT-HS.F-TF.08: Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	MAT-HS.G-CO.10.a: Prove theorems about triangles.	MAT-HS.G-CO.10.a: Prove theorems about triangles.
MAT-HS.G-C.02: Understand and apply theorems about relationships with angles formed by radii, diameter, secants, tangents, and chords. Understand and apply properties of angles for a quadrilateral inscribed in a circle.	MAT-HS.G-CO.10.b: Apply theorems about triangles.	MAT-HS.G-CO.10.b: Apply theorems about triangles.
MAT-HS.G-C.03: Construct the incenter and circumcenter of a triangle. Relate the incenter and circumcenter to the inscribed and circumscribed circles.	MAT-HS.G-CO.11: Prove and apply theorems about parallelograms	MAT-HS.G-CO.11: Prove and apply theorems about parallelograms
MAT-HS.G-C.05: Explain and use the formulas for arc length and area of sectors of circles.	MAT-HS.G-CO.11.a: Prove theorems about parallelograms	MAT-HS.G-CO.11.a: Prove theorems about parallelograms
	MAT-HS.G-CO.11.b: Apply theorems about parallelograms.	MAT-HS.G-CO.11.b: Apply theorems about parallelograms.
	MAT-HS.G-GMD.01: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	MAT-HS.G-GMD.01: Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

2. Create a plan to apply the most appropriate solutions to problems.

3. Differentiate between emotional response and factual information surrounding situations.

4. Analyze how current choices affect one's future.

5. Apply moral, persona, and ethical standards when making decisions.



9TH GRADE

SELF AWARENESS

1. Create a plan for managing a variety of emotions.

ELA	ELA-09.W.02: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	ELA-09.W.03: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Health	HTL-HS.s4.05: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	HTL-HS.s5.02: Apply the decision-making process in health-related situations.			
Library/Cyber	CSC-09.DC_DI.1: Manage a digital identity and be aware of the permanence of actions in the digital world. (CYSEC)				
Math					
PE					
Science					
Social Studies					

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

ELA	ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.	ELA-09.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.W.03.e: Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	ELA-09.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
Health						
Library/Cyber	CSC-09.DC_SE.4: Describe ways to prevent identity theft. (CYSEC)	CSC-09.IL_IP.3: Engage in positive, safe, legal and ethical behavior when using technology.				
Math						
PE						
Science						
Social Studies						

SELF AWARENESS

3. Demonstrate resilience and a positive attitude for school and life.

ELA					
Health					
Library/Cyber	CSC-09.TS_T.1: Describe basic hardware and software problems using appropriate and accurate terminology.				
Math					
PE					
Science					
Social Studies	SST-6_12.WH.03-e3: Examine and explain the influence of revolutions on social and political aspects of individuals' lives.	SST-6_12.WH.04: Analyze the influence of social, cultural, and economic developments on individuals.	SST-6_12.WH.06: Explain how past events connect to the present.		

4. Advocate for oneself by creating 'I'–messages to present personal perspective.

ELA	ELA-09.W.01.b: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.	ELA-09.W.02.e: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	ELA-09.W.03.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.		
Health					
Library/Cyber	CSC-09.DC_RU.4: Understand the purpose of and comply with Acceptable Use Policies.	9-12 RU.11: Advocate and use safe practices for sharing personal information.			
Math					
PE					
Science					
Social Studies	SST-6_12.WH.04: Analyze the influence of social, cultural, and economic developments on individuals.				

SELF MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

ELA	ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.WH.05: Analyze causes and effects of global events in the past using primary and/or secondary sources.				

SELF-MANAGEMENT

2. Create a long term plan for stress management through the lifespan.

ELA	ELA - ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-09.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10).		
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						

3. Consistently apply strategies for working hard in challenging settings.

ELA	ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-09.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-09.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.WH.01: Analyze historical achievements related to science and technology.	WH.6_12.1-6.E3.4: Explain advancements related to science and technology and the global impact of these advancements.				

4. Apply strategies for developing and maintaining a growth mindset.

ELA	ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-09.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.		
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						

SELF-MANAGEMENT

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

ELA	ELA-09.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-09.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-09.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-09.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-09.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-09.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

ELA	ELA-09.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-09.W.01.b: Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	ELA-09.W.02.b: Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aid comprehension.	ELA-09.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

ELA	ELA-09.L.04.c: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	ELA-09.SL.02: Using appropriate strategies, integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	ELA-09.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA-09.SL.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	ELA-09.W.07.c: Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA-09.W.08: Gather relevant information from multiple authoritative print and digital sources.
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

ELA	ELA-09.L.01.b: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-09.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-09.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-09.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-09.L.03.b: Vary syntax for effect.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.
	ELA-09.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-09.RL.03: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-09.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.			
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						

SOCIAL AWARENESS

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

ELA	ELA-09.L.01.b: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-09.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-09.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-09.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-09.L.03.b: Vary syntax for effect.	ELA-09.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.
	ELA-09.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-09.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text:	ELA-09.RL.06: Analyze how cultural experiences influence particular points of view in diverse works of literature.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	ELA-10.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA-09.W.01.b: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.
Health						
Library/Cyber	CSC-09.DC_RU.1: Apply cyberbully prevention strategies (Continued growth).	LTS-HS.PLG.01: Develop cultural understanding and global awareness by engaging with people.	LTS-HS.PLG.02: Gather and evaluate divergent perspectives to support or to change peers.			
Math						
PE						
Science						
Social Studies						

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

ELA	ELA-09.L.01.b: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-09.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-09.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-09.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-09.L.03.b: Vary syntax for effect.	ELA-09.RI.3: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:
	"ELA-09.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text."	ELA-09.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text:	ELA-09.RL.05: Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise.	ELA-09.RL.06: Analyze how cultural experiences influence particular points of view in diverse works of literature.	ELA-09.RL.09: Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work.	
Health						
Library/Cyber	CSC-09.CS_SI.1: Identify how technology has affected out means of communication					
Math						
PE						
Science						
Social Studies						

RELATIONSHIP SKILLS

1. Evaluate and utilize available resources at home, school and in the community.

ELA	ELA-09.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

ELA	ELA-09.RI.3 Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.	ELA.09.RL.3: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-09.W.4 Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3).
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

ELA	ELA-09.SL.01.b: Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

ELA	ELA-09.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	ELA-09.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	
Health			
Library/Cyber	9-12.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	9-12.MTL.11: Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.	
Math			
PE			
Science			
Social Studies			

RELATIONSHIP SKILLS

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

ELA	ELA-09.RI.03: Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.	ELA-09.RL.3: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-09.W.03.a: Engage and orient the reader by setting out a problem, situation, or observation establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	ELA-09.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies				

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-09.RI.08: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	ELA-09.SL.01.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	ELA-09.W.01: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA-09.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Health					
Library/Cyber	CSC-09.TS_T.1: Describe basic hardware and software problems using appropriate and accurate terminology.	9-12.IAI.1: Assess the problem or need using current knowledge as context for new learning.	9-12.IAI.2: Develop and refine a range of questions based on a problem or need.	9-12.MTL.4: Configure, use, and troubleshoot technology systems and applications.	
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Introduction to Resilience				

2. Create a plan to apply the most appropriate solutions to problems.

ELA	ELA-09.W.01: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA-09.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3).			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

3. Differentiate between emotional response and factual information surrounding situations.

ELA	ELA-09.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-09.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	The Battery	The Battery			

RESPONSIBLE DECISION-MAKING

4. Analyze how current choices affect one's future.

ELA	ELA-09.RL.3: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-09.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.
Health		
Library/Cyber		
Math		
PE		
Science		
Social Studies		
Resilience for Youth		

5. Apply moral, persona, and ethical standards when making decisions.

ELA	ELA-09.SL.01.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	ELA-09.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Health		
Library/Cyber		
Math		
PE		
Science		
Social Studies		
Resilience for Youth		



10TH GRADE

SELF AWARENESS

1. Create a plan for managing a variety of emotions.								
ELA	ELA-10.W.02: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	ELA-10.W.03: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies								
Resilience for Youth								

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

ELA	ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.	ELA-10.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA.10.RL.03: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA.10.RL.06: Analyze how cultural experiences influence particular points of view in diverse works of literature.	ELA-10.W.03.e: Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	ELA-10.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)
Health								
Library/Cyber	CSC-10.DC_SE.4: Identify if their private data has been altered and can react appropriately. (CYSEC)							
Math								
PE								
Science								
Social Studies								
Resilience for Youth								

SELF AWARENESS

3. Demonstrate resilience and a positive attitude for school and life.

ELA				
Health				
Library/Cyber	CSC-10.TS_T.1: Follow appropriate guidelines that convey systematic troubleshooting techniques to identify and fix errors.			
Math				
PE				
Science				
Social Studies				
Resilience for Youth	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience

4. Advocate for oneself by creating 'I'–messages to present personal perspective.

ELA	ELA-10.W.1.c: c.: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.	ELA-10.W.02.e: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	ELA-10.W.03.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.	
Health				
Library/Cyber	CSC-10.DC_RU.4: Understand the purpose of and comply with Acceptable Use Policies.	9-12 RU.11: Advocate and use safe practices for sharing personal information.		
Math				
PE				
Science				
Social Studies				
Resilience for Youth				

SELF-MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

ELA	ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-10.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

2. Create a long term plan for stress management throughout the lifespan.

ELA	ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-10.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

SELF-MANAGEMENT

3. Consistently apply strategies for working hard in challenging settings.

ELA	ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-10.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-10.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						
Resilience for Youth	Rock Bottom Resilience	Rock Bottom Resilience				

4. Apply strategies for developing and maintaining a growth mindset.

ELA	ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-10.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies						
Resilience for Youth						

SELF MANAGEMENT

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

ELA	ELA- ELA-10.RI.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text to analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text and cite strong and thorough textual evidence.	ELA-10.RL.02: Determine and analyze a theme and/or central idea of texts to determine a theme and/or central idea, analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details and cite strong and thorough textual evidence.	ELA-10.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text to analyze how complex characters and/or literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	
	ELA-10.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-10.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-10.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems		
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

ELA	ELA-10.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-10.W.01.b: Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	ELA-10.W.02.b: Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aid comprehension.	ELA-10.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-10.W.07: Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Relational Resilience				

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.							
ELA	ELA-10.SL.02: Using appropriate strategies, integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	ELA-10.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA-10.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	ELA-10.W.07.c: Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA-10.W.08: Gather relevant information from multiple authoritative print and digital sources.		
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							
Resilience for Youth							

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

ELA	ELA-10.L.01.b: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-10.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-10.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:	ELA-10.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-10.RL.03: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-10.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							
Resilience for Youth	Rock Bottom Resilience	Rock Bottom Resilience	Rock Bottom Resilience				

SOCIAL AWARENESS

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

ELA	ELA-10.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-10.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-10.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-10.L.03.b: Vary syntax for effect.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:	ELA-10.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	
	ELA-10.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text:	ELA-10.RL.06: Analyze how cultural experiences influence particular points of view in diverse works of literature.	ELA-10.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	ELA-10.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA-10.W.01.c: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence.		
Health							
Library/Cyber	CSC-10.DC_RU.1: Apply cyberbully prevention strategies (Continued growth).	LTS-HS.PLG.01: Develop cultural understanding and global awareness by engaging with people.	LTS-HS.PLG.02: Gather and evaluate divergent perspectives to support or to change peers.				
Math							
PE							
Science							
Social Studies							
Resilience for Youth	Relational Resilience	Relational Resilience	Relational Resilience				

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

ELA	ELA-10.L.01.b: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-10.L.01.c: Recognize and correct inappropriate shifts in verb voice.	ELA-10.L.01.h: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	ELA-10.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-10.L.03.b: Vary syntax for effect.	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.	ELA-10.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.
	ELA-10.RL.03: Analyze how and why characters and/or textual elements develop and interact over the course of a text:	ELA-10.RL.05: Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise.	ELA-10.RL.06: Analyze how cultural experiences influence particular points of view in diverse works of literature.	ELA-10.RL.09: Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work.			
Health							
Library/Cyber	CSC-10.CS_IC.1: Evaluate the social, personal, and economic implications technology has on society and the economy	CSC-10.CS_SI.1: Evaluate the impacts of technology on social interactions					
Math							
PE							
Science							
Social Studies							
Resilience for Youth	Relational Resilience	Relational Resilience	Relational Resilience				

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

ELA	ELA-10.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	ELA-10.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

ELA	ELA-10.RI.03: Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.	ELA.10.RL.03: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-10.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)		
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience

RELATIONSHIP SKILLS

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

ELA	ELA-10.SL.01.b: Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	ELA-10.SL.01.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.						
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies								
Resilience for Youth	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience	Relational Resilience

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

ELA	ELA-10.SL.01: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	ELA-10.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)						
Health								
Library/Cyber	9-12.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	9-12.MTL.11: Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.						
Math								
PE								
Science								
Social Studies								
Resilience for Youth	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience	Relational Resilience, Rock Bottom Resilience			

RELATIONSHIP SKILLS

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

ELA	ELA-10.RI.3.a a: Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text.	ELA-10.RL.3.a: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-10.W.03.a: Engage and orient the reader by setting out a problem, situation, or observation establishing one or multiple point(s) of view, and introducing a narrator and/or characters	ELA-10.W.3.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole.
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies				
Resilience for Youth				

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-10.RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	ELA-10.SL.1.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	ELA-10.SL.1.d: Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	ELA-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA-10.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

2. Create a plan to apply the most appropriate solutions to problems.

ELA	ELA-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	ELA-10.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3).			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth					

RESPONSIBLE DECISION-MAKING

3. Differentiate between emotional response and factual information surrounding situations.

ELA	ELA-10.SL.3: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.	ELA-10.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			
Resilience for Youth			

4. Analyze how current choices affect one's future.

ELA	ELA-10.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices advance or detract from the effectiveness of the text.	ELA-10.RL.3.a: Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			
Resilience for Youth			

5. Apply moral, persona, and ethical standards when making decisions.

ELA	SL.1.c.: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.	SL.1.d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies			
Resilience for Youth			



11TH GRADE

SELF AWARENESS

1. Create a plan for managing a variety of emotions.

ELA	"ELA-11.W.02: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content for a variety of purposes, audiences, and contexts."	ELA-11.W.03: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences for a variety of purposes, audiences, and contexts.						
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies								
Resilience for Youth	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience						

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text:	ELA-11.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.RL.03.a: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-11.RL.06: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).	ELA-11.W.03.e: Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	ELA-11.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1-3).
Health								
Library/Cyber	CSC-11.DC_SE.4: Develop a plan to recover from an incident that was tied to unauthorized access. (CYSEC)							
Math								
PE								
Science								
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.05: Analyze the significant contributions of people, policy, and the influence on an era.						
Resilience for Youth	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience				

SELF AWARENESS

3. Demonstrate resilience and a positive attitude for school and life.

ELA			
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies	SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.	SST-6_12.USe3.06: Explain the political, social and economic events of the 1930s.	
Resilience for Youth			

4. Advocate for oneself by creating 'I'–messages to present personal perspective.

ELA	ELA-11.W.1.c: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence; use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases.	ELA-11.W.02.e: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	ELA-11.W.03.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
Health			
Library/Cyber	CSC-11.DC_RU.4: Understand the purpose of and comply with Acceptable Use Policies.	9-12 RU.11: Advocate and use safe practices for sharing personal information.	
Math			
PE			
Science			
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.		
Resilience for Youth			

SELF-MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.RL.03: Analyze how and why multiple characters and textual elements develop and interact over the course of a text to analyze how multiple complex characters and literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-11.SL.01.d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	ELA-11.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3).
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies								
Resilience for Youth	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience						

2. Create a long term plan for stress management throughout the lifespan.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-11.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12).		
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies								
Resilience for Youth								

SELF-MANAGEMENT

3. Consistently apply strategies for working hard in challenging settings.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.RL.03: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-11.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems .	
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.USe4.02: Explain the economic and/or social issues of the era and their long-lasting effects.							
Resilience for Youth	Resource Resilience, Street Resilience	Resource Resilience, Street Resilience						

4. Apply strategies for developing and maintaining a growth mindset.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-11.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems .		
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.US.04: Compare how historical elements change over time.	SST-6_12.US.06: Connect the past to the present using current events.					
Resilience for Youth	Street Resilience	Street Resilience						

SELF-MANAGEMENT

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

ELA	ELA-11.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-11.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-11.RI.10: By the end of grade 11, read and comprehend grade-level appropriate literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	ELA-11.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-11.RL.03: Analyze how and why multiple characters and textual elements develop and interact over the course of a text to analyze how multiple complex characters and literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-11.RL.10: By the end of grade 11, read and comprehend grade-level appropriate literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	ELA-11.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		
	ELA-11.SL.01.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-11.SL.04: Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.	ELA-11.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-11.W.06: Use technology to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively.	ELA-11.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems.		
Health									
Library/Cyber									
Math									
PE									
Science									
Social Studies									
Resilience for Youth	Resource Resilience	Street Resilience	Street Resilience	Resource Resilience					

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.									
ELA	ELA-11.SL.01.a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-11.SL.01.b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-11.SL.04: Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.	ELA-11.W.01.b: Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.	ELA-11.W.02.b: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension.	ELA-11.W.03.b: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-11.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-11.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-11.W.06: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively.
Health									
Library/Cyber									
Math									
PE									
Science	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.								
Social Studies	"B-LS 3: Use time-management, organizational and study skills."								
Resilience for Youth									

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

ELA	ELA-11.SL.02: Using appropriate strategies (e.g., note taking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs), in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them.	ELA-11.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	ELA-11.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	ELA-11.W.07.C: Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA-11.W.08: Gather relevant information from multiple authoritative print and digital sources.	
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.US.01: Analyze primary and secondary sources with attention to reliability, impact, and purpose.					
Resilience for Youth	Resource Resilience					

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

ELA	ELA-11.L.01.C: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-11.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text:	ELA-11.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.RL.3.A: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-11.SL.3: Evaluate a speaker's argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.	
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.	SST-6_12.USe3.05: Explain the political, social and economic changes of the 1920s.	SST-6_12.USe4.01: Explain the causes and consequences of U.S. Involvement in World War II.	
Resilience for Youth						

SOCIAL AWARENESS

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

ELA	LA-11.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-11.L.03.B: Vary syntax for effect.	ELA-11.L.01.D: Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive).	ELA-11.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text.	ELA-11.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.RL.3: Analyze how and why multiple characters and textual elements develop and interact over the course of a text.	
	ELA-11.RL.6: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).	ELA-11.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	ELA-11.SL.3: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	ELA-11.W.1.B: Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.			
Health							
Library/Cyber	CSC-11.DC_RU.1: Apply cyberbully prevention strategies (Continued growth).	LTS-HS.PLG.01: Develop cultural understanding and global awareness by engaging with people.	LTS-HS.PLG.02: Gather and evaluate divergent perspectives to support or to change peers.				
Math							
PE							
Science							
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.USe4.03: Explain the United States' reactions toward the growth of communism.	SST-6_12.USe4.05: Compare and contrast how different groups competed for equality and the effectiveness of various movements.	SST-6_12.USe5.06: Explain the social, political, and cultural influences on government policies regarding global immigration.			
Resilience for Youth	Street Resilience						

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

ELA	LA-11.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-11.L.03.b: Vary syntax for effect.	"ELA-11.L.01.C: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. "	ELA-11.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text.	ELA-11.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.RL.3: Analyze how and why multiple characters and textual elements develop and interact over the course of a text.	ELA-11.RL.05: Analyze how an author's choices about structuring and relating different elements in the text (e.g., use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.	ELA-11.RL.6: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).	ELA-11.RL.09: Analyze and evaluate how two or more texts within and/or across time periods treat similar themes or topics.
Health									
Library/Cyber									
Math									
PE									
Science									
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.US.03.01: Explain the causes and consequences of the Industrial Revolution on American society.	SST-6_12.US.04.02: Explain the economic and/or social issues of the era and their long-lasting effects.	SST-6_12.US.04.04: Explain the impact of rapid technological change on society.	SST-6_12.US.05.01: Connect the changing political and social climate to United States' involvement as a global superpower.	SST-6_12.US.05.02: Explain the social, cultural, and economic impact of changes as a result of technology.			
Resilience for Youth	Street Resilience	Street Resilience							

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

ELA	ELA-11.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	ELA-11.SL.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies				
Counselor				
Resilience for Youth				

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

ELA	ELA-11.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text	"ELA.11.RL.3.a: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme."	ELA-11.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3).	
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.USe3.02: Explain the social, cultural, and economic impact of local, state, and federal government policy on American people.	SST-6_12.USe5.06: Explain the social, political, and cultural influences on government policies regarding global immigration.		
Resilience for Youth	Resource Resilience	Resource Resilience	Resource Resilience	Street Resilience

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

ELA	ELA-11.SL.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-11.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Counselor					
Resilience for Youth					

RELATIONSHIP SKILLS

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

ELA	ELA-11.SL.1: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	ELA-11.SL.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.			
Health					
Library/Cyber	9-12.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	9-12.MTL.11: Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.			
Math					
PE					
Science					
Social Studies	SST-6_12.US.5.02: Explain the social, cultural, and economic impact of changes as a result of technology.	SST-6_12.US.06: Connect the past to the present using current events.			
Resilience for Youth					

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

ELA	ELA-11.RI.3.A: Analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text.	ELA-11.RL.3.A: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-11.W.3.A: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	ELA-11.W.3.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., A sense of mystery, suspense, growth, resolution).	
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.US.02: Examine the impact of multiple perspectives on social, political, and cultural development.	SST-6_12.USe4.05: Compare and contrast how different groups competed for equality and the effectiveness of various movements.			
Resilience for Youth	Resource Resilience	Resource Resilience	Street Resilience	Street Resilience	

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-11.RI.8: Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility.	ELA-11.SL.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	ELA-11.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	ELA-11.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.	ELA-11.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content for a variety of purposes, audiences, and contexts.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Street Resilience	Street Resilience	Street Resilience		

2. Create a plan to apply the most appropriate solutions to problems.

ELA	ELA-11.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.				
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies					
Resilience for Youth	Resource Resilience				

RESPONSIBLE DECISION-MAKING

3. Differentiate between emotional response and factual information surrounding situations.

ELA	ELA-11.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.SL.3: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	Covered through the argument formation skills that are taught throughout the course, but not directly tied to a content standard			
Resilience for Youth				

4. Analyze how current choices affect one's future.

ELA	ELA-11.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-11.RL.3.A Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.US.03: Explain the relationship of events focusing on the link(s) between cause and effect.	SST-6_12.USe3.04: Explain the causes and effects of the United States' entrance into World War I.		
Resilience for Youth				

5. Apply moral, persona, and ethical standards when making decisions.

ELA	ELA-11.SL.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	ELA-11.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	Covered through the argument formation skills that are taught throughout the course, but not directly tied to a content standard			
Resilience for Youth				



12TH GRADE

SELF AWARENESS

1. Create a plan for managing a variety of emotions.							
ELA	ELA-12.W.02: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content for a variety of purposes, audiences, and contexts.	ELA-12.W.03: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences for a variety of purposes, audiences, and contexts.					
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							
Resilience for Youth							

2. Analyze perceived limitations and create a plan leveraging strengths to address limitations.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text:	ELA-12.RI.06: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.RL.03.A: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) Develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-12.RL.06: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., In texts that use satire, sarcasm, irony, understatement).	ELA-12.W.03.E: Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	ELA-12.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1-3).
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living.	SST-MS.E.07: Evaluate the elements of responsible personal finance.					
Resilience for Youth								

SELF AWARENESS

3. Demonstrate resilience and a positive attitude for school and life.

ELA			
Health			
Library/Cyber	CSC-12.TS_T.1: Implement systematic troubleshooting strategies to identify and fix errors.		
Math			
PE			
Science			
Social Studies	SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society.	SST-6_12.E.07.3: Develop short- and long-term financial goals.	
Counselor			
Resilience for Youth			

4. Advocate for oneself by creating 'I'–messages to present personal perspective.

ELA	ELA-12.W.1.C: Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence; use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases.	ELA-12.W.02.E: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	ELA-12.W.03.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
Health			
Library/Cyber	CSC-12.DC_RU.4: Understand the purpose of and comply with Acceptable Use Policies.	9-12 RU.11: Advocate and use safe practices for sharing personal information.	
Math			
PE			
Science			
Social Studies	SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals.	SST-6_12.E.07: Evaluate the elements of responsible personal finance.	
Resilience for Youth			

SELF-MANAGEMENT

1. Apply strategies to mitigate personal response to different levels of emotions.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.RL.03: Analyze how and why multiple characters and textual elements develop and interact over the course of a text to analyze how multiple complex characters and literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-12.SL.01.D: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies	SST-6_12.E.07: Evaluate the elements of responsible personal finance.						
Resilience for Youth							

2. Create a long term plan for stress management throughout the lifespan.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.SL.01.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-12.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies	SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living.	SST-6_12.E.07.3: Develop short- and long-term financial goals.	SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively.				
Resilience for Youth	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience					

SELF-MANAGEMENT

3. Consistently apply strategies for working hard in challenging settings.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.RL.03: Analyze how and why multiple characters and textual elements develop and interact over the course of a text to analyze how multiple complex characters and literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-12.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-12.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems.
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.E.07.3: Develop short- and long-term financial goals.							
Resilience for Youth								

4. Apply strategies for developing and maintaining a growth mindset.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-12.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			
Health								
Library/Cyber								
Math								
PE								
Science								
Social Studies	SST-6_12.C.03.1: Describe and examine the amendments to the United States Constitution and their application in the United States.	SST-6_12.E.07.3: Develop short- and long-term financial goals.	SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively.					
Resilience for Youth								

SELF-MANAGEMENT

5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.

ELA	ELA-12.RI.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account to cite strong and thorough textual evidence.	ELA-12.RI.03: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text to analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text and cite strong and thorough textual evidence.	ELA-12.RI.10: By the end of grade 12, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	ELA-12.RL.02: Determine and analyze themes and/or central ideas of texts to determine themes and/or central ideas, analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account and cite strong and thorough textual evidence.	ELA-12.RL.03: Analyze how and why multiple characters and textual elements develop and interact over the course of a text to analyze how multiple complex characters and literary elements develop over the course of a text, interact with other elements, and advance the plot or develop the theme and cite strong and thorough textual evidence.	ELA-12.RL.10: By the end of grade 12, read and comprehend grade-level literature with appropriate text complexity, in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.	ELA-12.SL.01.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	ELA-12.SL.01.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-12.SL.04: Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-12.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-12.W.06: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively.	ELA-12.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems.
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies							
Resilience for Youth							

6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.

ELA	ELA-12.SL.01.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	ELA-12.SL.01.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-12.SL.04: Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.	ELA-12.W.01.B: Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.	ELA-12.W.02.B: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aid comprehension.	ELA-12.W.03.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	
	ELA-12.W.04: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	ELA-12.W.05: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ELA-12.W.06: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively.	ELA-12.W.07: Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems.			
Health							
Library/Cyber							
Math							
PE							
Science							
Social Studies	SST-6_12.E.07: Evaluate the elements of responsible personal finance.						
Resilience for Youth							

SOCIAL AWARENESS

1. Evaluate and utilize available resources at home, school and in the community.

ELA	ELA-12.SL.02: Using appropriate strategies (e.g., note taking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs), in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them.	ELA-12.SL.03: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	ELA-12.SL.06: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	ELA-12.W.07.C: Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ELA-12.W.08: Gather relevant information from multiple authoritative print and digital sources.	
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.C.02: Analyze the structures and functions of governments.	SST-6_12.C.02.2: Examine the role and purposes of government.				
Resilience for Youth	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience				

2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

ELA	ELA-12.L.01.C: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., Independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-12.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text:	ELA-12.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-12.RL.3.A: Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-12.SL.3: Evaluate a speaker's argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.	
Health						
Library/Cyber	CSC-12.CS_IC.1: Predict how computing may impact the workplace and personal lives.					
Math						
PE						
Science						
Social Studies	SST-6_12.C.03: Describe the rights and liberties of individuals.	SST-6_12.C.04.1: Explain how citizens can influence government.	SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society.	SST-6_12.E.04.1: Explain the role of businesses and financial institutions in a market economy.	SST-6_12.E.07.2: Evaluate the effect of taxes and other factors on income.
Resilience for Youth						

SOCIAL AWARENESS

3. Demonstrate strategies for expressing understanding towards those who hold different beliefs.

ELA	ELA-12.L.01.D: Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive).	LA-12.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-12.L.03.B: Vary syntax for effect.	ELA-12.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text.	ELA-12.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-12.RL.3: Analyze how and why multiple characters and textual elements develop and interact over the course of a text.
	ELA-12.RL.6: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).	ELA-12.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	ELA-12.SL.3: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	ELA-12.W.1.B: Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence.		
Health						
Library/Cyber	CSC-12.DC_RU.1: Apply cyberbully prevention strategies (Continued growth).	LTS-HS.PLG.01: Develop cultural understanding and global awareness by engaging with people.	LTS-HS.PLG.02: Gather and evaluate divergent perspectives to support or to change peers.			
Math						
PE						
Science						
Social Studies	SST-6_12.C.02.1: Differentiate/compare forms and origins of governments	SST-6_12.C.04.1: Explain how citizens can influence government.	SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society.	SST-6_12.C.04.4: Identify bias and evaluate its role in media sources.	SST-6_12.C.04.5: Demonstrate active participation in civic life.	SST-6_12.E.02: Compare and contrast how varying economic systems impact a nation and its citizens.
Resilience for Youth						

4. Evaluate how society and cultural norms, morals and values affect personal interactions.

ELA	ELA-12.L.01.C: Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	ELA-12.L.03: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	ELA-12.L.03.B: Vary syntax for effect.	ELA-12.RI.3: Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text.	"ELA-12.RI.6: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement)."	ELA-12.RL.3: Analyze how and why multiple characters and textual elements develop and interact over the course of a text:
	ELA-12.RL.05: Analyze how an author's choices about structuring and relating different elements in the text (e.g., Use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.	ELA-12.RL.6: Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., In texts that use satire, sarcasm, irony, understatement).	ELA-12.RL.09: Analyze and evaluate how two or more texts within and/or across time periods treat similar themes or topics.			
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.C.02: Analyze the structures and functions of governments.	SST-6_12.C.02.2: Examine the role and purposes of government.	SST-6_12.C.02.5: Explain the purposes, organization, powers, and processes of tribal and local governments.	SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals.	SST-6_12.C.04.1: Explain how citizens can influence government.	SST-6_12.E.02: Compare and contrast how varying economic systems impact a nation and its citizens.
	SST-6_12.E.03: Analyze how supply and demand impact the allocation of goods and services.	SST-6_12.E.04: Analyze the various institutions that drive and support the market economy.	SST-6_12.E.06: Analyze how globalization has impacted various aspects of economies around the world.			
Resilience for Youth						

RELATIONSHIP SKILLS

1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

ELA	ELA-12.SL.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.	ELA-12.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies				
Resilience for Youth				

2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth.

ELA	ELA-12.RI.3 Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text	ELA.12.RL.3.a Analyze how multiple complex characters and literary elements (e.g., Symbolism, mood, setting, etc.) Develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-12.W.4 Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)	
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.C.04: Investigate the role and responsibilities of citizenship in society.	SST-6_12.C.04.5: Demonstrate active participation in civic life.	SST-6_12.E.06.2: Analyze the benefits and costs for individuals, producers, and governments in international trade.	
Resilience for Youth				Street Resilience

RELATIONSHIP SKILLS

3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)

ELA	ELA-12.SL.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	ELA-12.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.E.07: Evaluate the elements of responsible personal finance.			
Resilience for Youth				

4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

ELA	ELA-12.SL.1: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	ELA-12.SL.6: Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.		
Health				
Library/Cyber	9-12.MTL.10: Use technology to participate and collaborate as a member of a social and intellectual network of learners.	9-12.MTL.11: Use technology to gather and share information with a variety of audiences in ways that others can view, use, and assess.		
Math				
PE				
Science				
Social Studies	SST-6_12.C.02.2: Examine the role and purposes of government.	SST-6_12.C.04.1: Explain how citizens can influence government.	SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	SST-6_12.C.04.5: Demonstrate active participation in civic life.
Resilience for Youth	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience	Resource Resilience, Street Resilience, Rock Bottom Resilience, Relational Resilience		

RELATIONSHIP SKILLS

5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

ELA	ELA-12.RI.3.A: Analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text.	ELA-12.RL.3.A: Analyze how multiple complex characters and literary elements (e.g., Symbolism, mood, setting, etc.) Develop over the course of a text, interact with other elements, and advance the plot or develop the theme.	ELA-12.W.3.A: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	ELA-12.W.3.B: Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., A sense of mystery, suspense, growth, resolution).
Health				
Library/Cyber				
Math				
PE				
Science				
Social Studies	SST-6_12.C.04.5: Demonstrate active participation in civic life.			
Resilience for Youth				

RESPONSIBLE DECISION-MAKING

1. Demonstrate the ability to acknowledge problems in a variety of situations.

ELA	ELA-12.RI.8: Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility.	ELA-12.SL.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	ELA-12.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	ELA-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.	ELA-12.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content for a variety of purposes, audiences, and contexts.
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.C.02.3: Analyze the structure, principles, and interpretation of the Constitution of the United States.	SST-6_12.C.03.2: Describe the impact of court cases on the rights and liberties of individuals.	SST-6_12.C.04.4: Identify bias and evaluate its role in media sources.	SST-6_12.E.03.2: Compare and contrast perfect and imperfect competition.	
Resilience for Youth					

2. Create a plan to apply the most appropriate solutions to problems.

ELA	ELA-12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.:	ELA-12.W.4: Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)			
Health					
Library/Cyber					
Math					
PE					
Science					
Social Studies	SST-6_12.E.07.3: Develop short- and long-term financial goals.				
Resilience for Youth					

RESPONSIBLE DECISION-MAKING

3. Differentiate between emotional response and factual information surrounding situations.

ELA	ELA-12.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-12.SL.3: Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.C.04.4: Identify bias and evaluate its role in media sources.	SST-6_12.E.07: Evaluate the elements of responsible personal finance.				
Resilience for Youth						

4. Analyze how current choices affect one's future.

ELA	ELA-12.RI.6: Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.	ELA-12.RL.3.A: Analyze how multiple complex characters and literary elements (e.g., Symbolism, mood, setting, etc.) Develop over the course of a text, interact with other elements, and advance the plot or develop the theme.				
Health						
Library/Cyber						
Math						
PE						
Science						
Social Studies	SST-6_12.C.01: Explain the historical and philosophical foundations of government.	SST-6_12.C.04.1: Explain how citizens can influence government.	SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	SST-6_12.E.07.1: Evaluate career choices and the effect on the standard of living.	SST-6_12.E.07.3: Develop short- and long-term financial goals.	SST-6_12.E.07.5: Develop strategies to avoid and manage debt effectively.
Resilience for Youth						

RESPONSIBLE DECISION-MAKING

5. Apply moral, persona, and ethical standards when making decisions.

ELA	ELA-12.SL.1 c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	ELA-12.SL.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	
Health			
Library/Cyber			
Math			
PE			
Science			
Social Studies	SST-6_12.C.02.1: Differentiate/compare forms and origins of governments.	SST-6_12.C.04.3: Explain how citizens' personal and civic responsibilities are important to the preservation and improvement of United States constitutional republic.	SST-6_12.E.07: Evaluate the elements of responsible personal finance.
Resilience for Youth			