

Reading/Language Arts		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Reading Comprehension		
	<p>RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3 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.</p> <p>RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>RI.1 Ask and answer questions to show understanding of what is being read.</p> <p>RI.2 Talk about the most important details in the information read and how they support the main idea.</p> <p>RI.3 Describe how people, historical events, scientific ideas are related.</p> <p>RI.4 Figure out the meanings of unknown words and phrases in a text.</p>
	<p>RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>RL.1 Ask and answer questions to show understanding of what is being read.</p> <p>RL.2 Determine the lessons or morals of stories and explain that message using details from the story.</p> <p>RL.3 Describe characters in stories and explain how their actions affect the story.</p> <p>RL.4 Figure out the meanings of unknown words and phrases in a text.</p>
Speaking and Listening		
	<p>SL.1 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.</p> <p>SL.4 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.</p> <p>SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.1 Successfully participate in discussions.</p> <p>SL.4 Share a report, story, or experience with important details to help others understand</p> <p>SL.5 Create engaging recordings to show fluency in reading and create visual presentations to help share facts and details better.</p>
Writing		

	<p>W.1 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.3 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.</p>	<p>W.1 Write to share an opinion and give reasons to support that opinion.</p> <p>W.2 Write to inform and explain ideas to others clearly.</p> <p>W.3 Write organized stories that have many of details.</p>
<b>Foundational Skills</b>		
	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3 Demonstrate knowledge of letters and sounds by figuring out words.
<b>Language</b>		
	<p>L.1 Demonstrate a command of standard English grammar and usage when writing or speaking.</p> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.</p>	<p>L.1 Use grade-appropriate, proper English when writing and speaking.</p> <p>L.2 Use grade-appropriate, conventions while writing.</p> <p>L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.</p>
<b>Mathematics</b>		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Operations and Algebraic Thinking</b>		
	<p>OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>OA.A.3 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 quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>OA.A.1 Understand that multiplication equations can be seen as comparisons of groups.</p> <p>OA.A.2 Multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.</p> <p>OA.A.3 Determine how reasonable answers to word problems are by using estimation, mental math, and rounding.</p>

	<p>OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p>	<p>OA.B.4 Find all factor pairs for a whole number from 1 to 100. Recognize a whole number as a multiple of each of its factors. Determine whether a whole number from 1 to 100 is a multiple of a given one-digit number. Determine whether a given whole number up to 100 is a prime or composite number.</p>
<p>Numbers and Operations Base 10</p>		
	<p>NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</p> <p>NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>NBT.B.6 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.</p>	<p>NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p>NBT.A.2 Read and write larger whole numbers using numerals, words, and in expanded form. Compare two larger numbers by using place value. Compare two larger numbers and use the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> to show the comparison.</p> <p>NBT.A.3 Round larger whole numbers to any place value.</p> <p>NBT.B.4 Add and subtract larger numbers.</p> <p>NBT.B.5 Multiply a whole number up to four digits by a one-digit whole number. Multiply two two-digit numbers. Illustrate and explain how to multiply larger numbers by using equations, arrays, or models.</p> <p>NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Illustrate and explain how to divide larger numbers by using equations, arrays, or models.</p>
<p>Numbers and Operations Fractions</p>		

	<p>NF.A.1 Explain why a fraction <math>\frac{a}{b}</math> is equivalent to a fraction <math>\frac{n \times a}{n \times b}</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>\frac{1}{2}</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>	<p>NF.A.1 Explain and show models for why multiplying a numerator and a denominator by the same number does not change the value of a fraction. Recognize and generate equivalent fractions based on knowledge of numerators and denominators.</p> <p>NF.A.2 Compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half. Recognize that comparisons of fractions are value only when the two fractions refer to the same whole. Compare fractions using the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>, and justify the comparison by using models.</p>
	<p>NF.B.3 Understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>.</p> <p>NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p>	<p>NF.B.3 Build fractions from unit fractions. Understand addition and subtraction of fractions as joining and separating parts to the same whole.</p> <p>NF.B.4 Apply understanding of multiplication to multiply a fraction by a whole number.</p>
Measurements and Data		
	<p>MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p> <p>MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p>	<p>MD.A.1 Know the relative size of measurement units within one system of units (including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec). Show the measurements in a larger unit in terms of smaller units and record these in a table.</p> <p>MD.A.2 Use the four operations to solve word problems involving measurement. Solve measurement problems involving simple fractions and decimals. Solve problems that ask me to express measurements given in a larger unit in terms of a smaller unit. Show measurement quantities using diagrams that involve a measurement scale (e.g., a number line).</p> <p>MD.A.3 Use what I know about area and perimeter to solve real world problems involving rectangles.</p>

	<p>MD.B.4 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>Make a picture or bar graph to show data and solve problems using information from graphs.</p> <p>Create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.</p>
	<p>MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<p>MD.B.4 Make a line plot to show a data set of measurements involving fractions.</p>
	<p>MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>MD.C.5 Recognize angles as geometric shapes where two rays share a common endpoint. Understand concepts of angle measurement.</p> <p>MD.C.6 Use a protractor to measure and sketch angles in whole-number degrees.</p> <p>MD.C.7 Solve real-world and mathematical addition and subtraction problems to find unknown angles.</p>
<b>Geometry</b>		
	<p>G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p>G.A.1 Identify and draw points, lines, line segments, rays, angles and perpendicular and parallel lines.</p> <p>G.A.2 Classify two-dimensional shapes based on geometrical attributes. Recognize and identify right triangles.</p> <p>G.A.3 Recognize, identify and draw lines of symmetry.</p>
<b>Science</b>		
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<b>Physical Science</b>		

	<p>PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>	<p>PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p>
	<p>PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>	<p>PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p>PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p>
<b>Life Science</b>		
	<p>LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>LS1-2 Use a model 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 ways.</p>	<p>LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>LS1-2 Use a model 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 ways.</p>
<b>Earth and Space Science</b>		
	<p>ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>	<p>ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.</p>
	<p>ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p>	<p>ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.</p>
	<p>ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>	<p>ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p>
<b>Labs and Activities</b>		
	<p>ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p>ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>
<b>Social Studies</b>		
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<b>Inquiry</b>		
	<p>IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p>	<p>IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.</p>

	IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
	IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.	IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.
	IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
<b>Geography</b>		
	G.2.4 Analyze how the cultural and environmental characteristics of places in Illinois change over time.	G.2.4 Analyze how the cultural and environmental characteristics of places in Illinois change over time.
<b>History</b>		
	H.1.4 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	H.1.4 Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.
	H.3.4 Explain probable causes and effects of events and developments in Illinois history.	H.3.4 Explain probable causes and effects of events and developments in Illinois history.
<b>Art</b>		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Creating</b>		
	CR1.1 Creativity and innovative thinking are essential life skills that can be developed.	CR1.1 Extend work, show growth in skills.
	CR2.3 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	CR2.3 Create original, innovative, and/ or daring work. Consciously experiment with the process of art and taking risks.
	CR3.1 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	CR3.1 Reflect upon their artwork and make improvements. Consistently stay focused on their artwork through practice and conversation.
<b>Responding</b>		
	RE8.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	RE8.1 Be cooperative and generous in discussion. Ask pertinent questions.
<b>Connecting</b>		
	CN10.1 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	CN10.1 Create an artwork and relate it to a personal experience by connecting it to an interest, observation or a memory.
<b>Music</b>		
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<b>Creating</b>		
	CR1.1 Generate and conceptualize artistic ideas and work.	CR1.1 Generate and conceptualize artistic ideas and work.

	CR2.1 Organize and develop artistic ideas and work.	CR2.1 Organize and develop artistic ideas and work.
	CR3.1 Revise, refine, and complete artistic work.	CR3.1 Revise, refine, and complete artistic work.
<b>Performing</b>		
	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.
	PR5.1 Develop and refine artistic techniques and work for presentation.	PR5.1 Develop and refine artistic techniques and work for presentation.
	PR6.1 Convey meaning through the presentation of artistic work.	PR6.1 Convey meaning through the presentation of artistic work.
<b>Technology</b>		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Digital Citizen</b>		
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Understand how to be safe online in a digital world while using technology independently and responsibly to make safe choices.
<b>Creative Communicator</b>		
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	Understand the difference in technology resources, tools and apps available to create various artifacts.
<b>Empowered Learner</b>		
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Understand how to leverage technology to take an active role in choosing, achieving and demonstrating their learning goals.
<b>Physical Education</b>		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Movement Skills</b>		
	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity
<b>Team Building</b>		
	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task
<b>Social Emotional Learning</b>		

	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Develop self-awareness and self-management skills to achieve school and life success</b>		
	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1A.2a. Describe a range of emotions and the situations that cause them.</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1B.2a. Describe personal skills and interests that one wants to develop.</p> <p>1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1C.2a. Describe the steps in setting and working toward goal achievement.</p> <p>1C.2b. Monitor progress on achieving a short term personal goal.</p>	<p>GOAL 1</p> <p>A. Identify and manage one’s emotions and behavior.</p> <p>1A.2a. Describe a range of emotions and the situations that cause them.</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>B. Recognize personal qualities and external supports.</p> <p>1B.2a. Describe personal skills and interests that one wants to develop.</p> <p>1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1C.2a. Describe the steps in setting and working toward goal achievement.</p> <p>1C.2b. Monitor progress on achieving a short term personal goal.</p>
<b>Use social-awareness and interpersonal skills to establish and maintain positive relationships</b>		
	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2.A.2b. Describe the expressed feelings and perspectives of others.</p> <p>B. Recognize individual and group similarities and differences.</p> <p>2.B.2a. Identify differences among and contributions of various social and cultural groups.</p> <p>2.B.2b. Demonstrate how to work effectively with those who are different from oneself.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.2a. Describe approaches for making and keeping friends.</p> <p>2.C.2b. Analyze ways to work effectively in groups.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.2a. Describe causes and consequences of conflicts.</p> <p>2.D.2b. Apply constructive approaches in resolving conflicts.</p>	<p>GOAL 2</p> <p>A. Recognize the feelings and perspectives of others.</p> <p>2.A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2.A.2b. Describe the expressed feelings and perspectives of others.</p> <p>B. Recognize individual and group similarities and differences.</p> <p>2.B.2a. Identify differences among and contributions of various social and cultural groups.</p> <p>2.B.2b. Demonstrate how to work effectively with those who are different from oneself.</p> <p>C. Use communication and social skills to interact effectively with others.</p> <p>2.C.2a. Describe approaches for making and keeping friends.</p> <p>2.C.2b. Analyze ways to work effectively in groups.</p> <p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2.D.2a. Describe causes and consequences of conflicts.</p> <p>2.D.2b. Apply constructive approaches in resolving conflicts.</p>
<b>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts</b>		

	<p>GOAL 3</p> <p>A. Consider ethical, safety, and societal factors in making decisions.</p> <p>3.A.2a Demonstrate the ability to respect the rights of self and others.</p> <p>3.A.2b Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>B. Apply decision making skills to deal responsibly with daily academic and social situations.</p> <p>3.B.2a Identify and apply the steps of systematic decision making.</p> <p>3.B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p>C. Contribute to the well-being of one's school and community.</p> <p>3.C.2a Identify and perform roles that contribute to the school community.</p> <p>3.C.2b Identify and perform roles that contribute to one's local community.</p>	<p>GOAL 3</p> <p>A. Consider ethical, safety, and societal factors in making decisions.</p> <p>3.A.2a Demonstrate the ability to respect the rights of self and others.</p> <p>3.A.2b Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>B. Apply decision making skills to deal responsibly with daily academic and social situations.</p> <p>3.B.2a Identify and apply the steps of systematic decision making.</p> <p>3.B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p>C. Contribute to the well-being of one's school and community.</p> <p>3.C.2a Identify and perform roles that contribute to the school community.</p> <p>3.C.2b Identify and perform roles that contribute to one's local community.</p>
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