

Reading/Language Arts		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<b>Reading Comprehension</b>		
	<p>RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>RI.1 Accurately quote from an informational text when explaining what it says and to support inferences.</p> <p>RI.2 Determine two or more main ideas in informational texts, explain how the main ideas in informational texts are supported by the details in the text, and write a summary of the text.</p> <p>RI.3 Describe how two or more 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 Quote accurately from 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, including how Story Elements or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>RL.1 Accurately quote from a literary text when explaining what it says and to support inferences.</p> <p>RL.2 Determine the lessons or morals of stories and explain that message using details from the story, including how the character responds to the challenges.</p> <p>RL.3 Compare and contrast characters, setting or events using details in the text to support the comparison.</p> <p>RL.4 Figure out the meanings of unknown words and phrases in a text, including figurative language.</p>
<b>Speaking and Listening</b>		
	<p>SL.1 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.</p> <p>SL.4 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.</p> <p>SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.1 Successfully participate in discussions.</p> <p>SL.4 Report on a topic or present an opinion logically, using appropriate facts, details, and pace to support the main idea.</p> <p>SL.5 Include multimedia and other displays to help show main ideas or themes in presentations.</p>
<b>Writing</b>		

	<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>		
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<b>Operations and Algebraic Thinking</b>		
	<p>OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p>	<p>OA.A.1 Write and figure out number sentences that have parentheses, brackets, and/or braces.</p> <p>OA.A.2 Write number sentences using mathematical symbols and the order of operations correctly. Understand number sentences and estimate their answers without actually calculating them.</p>

	<p>OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>	<p>OA.B.3 Create two number patterns using two given rules. Identify relationships between two number patterns. Form ordered pairs using the relationship between two number patterns and graph them on a coordinate plane.</p>
<p><b>Numbers and Operations Base 10</b></p>		
	<p>NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  NBT.A.3 Read, write, and compare decimals to thousandths.  NBT.A.4 Use place value understanding to round decimals to any place.</p>	<p>NBT.A.1 Understand and explain the value of digits in a larger number.  NBT.A.2 Explain patterns of zeros and decimals in an answer when multiplying a number by powers of 10. Use whole-number exponents to show powers of 10.  NBT.A.3 Read, write, and compare decimals to the thousandths place value.  NBT.A.4 Use place value understanding to round decimals to any place value.</p>
	<p>NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.  NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-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.  NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>NBT.B.5 Easily multiply larger whole numbers.  NBT.B.6 Divide four-digit numbers (dividends) by two-digit numbers (divisors). Illustrate and explain a division problem using equations, arrays, and/or models.  NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths. Relate the strategies used to add, subtract, multiply and divide decimals to hundredths to a written problem and explain why the strategies help to solve the problem.</p>
<p><b>Numbers and Operations Fractions</b></p>		

	<p>NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}</math>.)</p> <p>NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</p>	<p>NF.A.1 Add and subtract fractions with unlike denominators.</p> <p>NF.A.2 Solve word problems that involve addition and subtraction of fractions. Use number sense and fractions to estimate the reasonableness of answers to fraction problems.</p>
	<p>NF.B.3 Interpret a fraction as division of the numerator by the denominator (<math>\frac{a}{b} = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p>NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>NF.B.5 Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>\frac{a}{b} = \frac{n \times a}{n \times b}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1.</p> <p>NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	<p>NF.B.3 Understand that fractions are really division problems. Solve word problems with whole numbers that lead to answers that are fractions or mixed numbers.</p> <p>NF.B.4 Multiply fractions or whole numbers by a fraction. Understand and show with models that multiplying a fraction by a whole number is the same as finding the product of the numerator and whole number, and then dividing it by the denominator.</p> <p>NF.B.5 Think of multiplication as the scaling of a number (similar to a scale on a map).</p> <p>NF.B.6 Solve real world problems that involve multiplication of fractions and mixed numbers.</p> <p>NF.B.7 Divide fractions by whole numbers and whole numbers by fractions.</p>

Measurements and Data		
	MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	MD.A.1 Convert different-sized measurements within the same measurement system. Use measurement conversions to solve real-world problems.
	MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	MD.B.2 Make a line plot to show a data set of measurements involving fractions. Use the four operations to solve problems involving information presented on a line plot.
	MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	MD.C.3 Recognize volume as a characteristic of solid figures and understand how it can be measured. MD.C.4 Measure volume by counting unit cubes. MD.C.5 Solve real world problems involving volume by thinking about multiplication and addition.
Geometry		
	G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	G.A.1 Understand a coordinate plane and ordered pairs of number coordinates on that plane. Graph ordered pairs of numbers on a coordinate plane using the x-axis and y-axis. G.A.2 Represent real-world and mathematical problems by graphing points in the first quadrant of a coordinate plane. Understand coordinate values in the context of real-world or mathematical problems.
Science		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
Physical Science		

	PS1-1 Develop a model to describe that matter is made of particles too small to be seen. PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	PS1-1 Develop a model to describe that matter is made of particles too small to be seen. PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
	PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
<b>Life Science</b>		
	LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.
	LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
<b>Earth and Space Science</b>		
	ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
	ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
	ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
<b>Labs and Activities</b>		
	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.	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.
<b>Social Studies</b>		
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<b>Inquiry</b>		
	IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.	IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.
	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.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time.	G.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time.
<b>History</b>		
	H.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time.	H.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time.
	H.3.5 Explain probable causes and effects of events and developments in U.S. history.	H.3.5 Explain probable causes and effects of events and developments in U.S. 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>		
	<i>Actual Standard Description</i>	<i>User-Friendly Wording</i>
<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>
Develop self-awareness and self-management skills to achieve school and life success		

	<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>
<p>Use social-awareness and interpersonal skills to establish and maintain positive relationships</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>	<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>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts</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>	<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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