

**October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits**

\*\*\*Please Do Not Reproduce Or Distribute Without Permission\*\*\*

**SUBJECT AREA CONNECTION:** SCIENCE (NGSS + CT stds)      **DATE:** 12-10-14      **AUTHOR:** LIZ BUTTNER      **CONTRIBUTORS:** \_\_\_\_\_

<b>Domain:</b> Social and Intellectual Habits		<b>Kindergarten Content Standard</b>
Develop a positive self-concept	Self-Awareness	<b>Self Awareness can be supported through the following standards:</b>
Sense of self as competent and capable		<b>Sense of self as competent and capable can be supported through the following standards:</b>
		<ul style="list-style-type: none"> <li>• <b>CT A.INQ.4</b>-Read, write, listen and speak about observations of the natural world.</li> </ul>
Develop a positive attitude toward learning	Sense of self as a learner	<b>Sense of self as a learner can be supported through the following standards:</b>
		<ul style="list-style-type: none"> <li>• <b>CT AINQ.5</b>-Seek information in books, magazines and pictures.</li> </ul>
Curiosity and initiative		<b>Curiosity and initiative can be supported through the following standards:</b>
		<ul style="list-style-type: none"> <li>• <b>CT AINQ.2</b>-Make observations and ask questions about objects, organisms and the environment.</li> <li>• <b>NGSS Practice 1</b>-Asking questions and defining problems</li> </ul>
	Cooperation during learning experiences	<b>Cooperation during learning experiences can be supported through the following standards:</b>
		<ul style="list-style-type: none"> <li>• <b>CT AINQ.6</b>-Present information in words and drawings.</li> <li>• <b>NGSS Practice 7</b>-Engaging in argument from evidence.</li> </ul>
Identify and understand emotions of self and others	Identifying and Understanding Emotions	<b>Identifying and understanding emotions can be supported through the following standards:</b>
		N/A

**October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits**

\*\*\*Please Do Not Reproduce Or Distribute Without Permission\*\*\*

**SUBJECT AREA CONNECTION:** SCIENCE (NGSS + CT stds)      **DATE:** 12-10-14      **AUTHOR:** LIZ BUTTNER      **CONTRIBUTORS:** \_\_\_\_\_

<b>Domain:</b> Social and Intellectual Habits		<b>Kindergarten Content Standard</b>
	<b>Empathy</b>	<b>Empathy can be supported through the following standards:</b>  N/A
Develop positive interpersonal relationships	<b>Social Awareness and Interpersonal Skills</b>	<b>Social Awareness and Interpersonal Skills can be supported through the following standards:</b>  N/A
	<b>Responsible decision making and social problem solving</b>	<b>Responsible decision making and social problem solving can be supported through the following standards:</b>  N/A
	<b>Conflict Resolution</b>	<b>Conflict Resolution can be supported through the following standards:</b>  N/A
Executive Function	<b>Working Memory and Meta-cognition</b>	<b>Working Memory &amp; Meta-cognition can be supported through the following standards:</b>  • NGSS Practice 2-Developing and using models.
	<b>Cognitive Flexibility</b>	<b>Cognitive Flexibility can be supported through the following standards:</b>  • NGSS Practice 7-Engaging in Argument from Evidence.
	<b>Self-regulation of impulses and emotional reaction</b>	<b>Self-regulation of impulses and emotional reaction can be supported through the following standards:</b>  N/A

**October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits**

\*\*\*Please Do Not Reproduce Or Distribute Without Permission\*\*\*

**SUBJECT AREA CONNECTION:** SCIENCE (NGSS + CT stds)      **DATE:** 12-10-14      **AUTHOR:** LIZ BUTTNER      **CONTRIBUTORS:** \_\_\_\_\_

<b>Domain: Social and Intellectual Habits</b>		<b>Kindergarten Content Standard</b>
	<b>Managing attention and behavior</b>	<p style="background-color: #ffffcc;"><b>Managing attention and behavior can be supported through the following standards:</b></p> <p>N/A</p>
Logic and Reasoning	<b>Critical and analytical thinking</b>	<p style="background-color: #ffffcc;"><b>Critical and analytical thinking can be supported through the following standards:</b></p> <ul style="list-style-type: none"> <li>• <b>NGSS Practice 7</b>-Engaging in argument from evidence.</li> </ul>
	<b>Applying known information to new experiences</b>	<p style="background-color: #ffffcc;"><b>Applying known information to new experiences can be supported through the following standards:</b></p> <ul style="list-style-type: none"> <li>• <b>CT A.INQ.3</b>-Make predictions based on observed patterns.</li> <li>• <b>NGSS Practice 2</b>-Developing and using models.</li> </ul>
	<b>Reasoning and problem solving</b>	<p style="background-color: #ffffcc;"><b>Reasoning and problem solving can be supported through the following standards:</b></p> <ul style="list-style-type: none"> <li>• <b>CT A.INQ.9</b>-Count, order and sort objects by their properties.</li> <li>• <b>NGSS Practice 1</b>-Asking questions and defining problems.</li> <li>• <b>NGSS Practice 3</b>-Planning and carrying out investigations.</li> </ul>
Symbolic Representation	<b>Symbolic representation</b>	<p style="background-color: #ffffcc;"><b>Symbolic representation can be supported through the following standards:</b></p> <ul style="list-style-type: none"> <li>• <b>CT A.INQ.6</b>-Present information in words and drawings.</li> </ul>
	<b>Pretend or symbolic play</b>	<p style="background-color: #ffffcc;"><b>Pretend or symbolic play can be supported through the following standards:</b></p> <p>N/A</p>