

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

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SUBJECT AREA CONNECTION: Social Studies **DATE:** December 29, 2014 **AUTHOR:** Stephen Armstrong **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		1st Grade Content Standard
Develop a positive self-concept	Self-Awareness	Self Awareness can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 1.1-Compare life in the past to life today. • HIST 1.2-Generate questions about individuals and groups who have shaped a significant historical change. • CIV 1.3-Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. • CIV 1.4-Apply civic virtues when participating in group settings.
	Sense of self as competent and capable	Sense of self as competent and capable can be supported through the following standards: <ul style="list-style-type: none"> • CIV 1.7-Explain how people can work together to make decisions in the classroom.
Develop a positive attitude toward learning	Sense of self as a learner	Sense of self as a learner can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 1.6-Identify the maker, date, and a place of origin for a historical source from information within the source itself. • HIST 1.7-Generate questions about a particular historical source as it relates to a particular historical event or development. • CIV 1.4-Apply civic virtues when participating in school settings.
	Curiosity and initiative	Curiosity and initiative can be supported through the following standards: <ul style="list-style-type: none"> • HIST 1.2-Generate questions about individuals and groups who have shaped significant historical change. • HIST 1.7-Generate questions about a particular historical source as it relates to a particular historical event. • HIST 1.8-Generate possible reasons for an event or development in the past.
	Cooperation during learning experiences	Cooperation during learning experiences can be supported through the following standards: <ul style="list-style-type: none"> • CIV 1.2-Describe how all people, not just official leaders, play an important role in a community. • CIV 1.4-Apply civic virtues when participating in school settings.
Identify and understand emotions of self and others	Identifying and Understanding Emotions	Identifying and understanding emotions can be supported through the following standards:
		<ul style="list-style-type: none"> • ECO 1.2-Identify the benefits and costs of making various personal decisions.

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	Empathy	Empathy can be supported through the following standards: <ul style="list-style-type: none"> • CIV 1.2-Explain how all people, not just official leaders, play an important role in a community.
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	Social Awareness and Interpersonal Skills can be supported through the following standards: <ul style="list-style-type: none"> • CIV 1.3-Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. • CIV 1.4-Apply civic virtues when participating in school settings. • CIV 1.5-Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. • CIV 1.6-Explain the need for and purposes of rules in various settings inside and outside of school. • CIV 1.7-Explain how people can work together to make decisions in the classroom. • CIV 1.8-Identify and explain how rules function in public.
	Responsible decision making and social problem solving	Responsible decision making and social problem solving can be supported through the following standards: <ul style="list-style-type: none"> • ECO 1.1-Explain how scarcity necessitates decision making. • ECO 1.2-Identify the benefits and costs of making personal decisions.
	Conflict Resolution	Conflict Resolution can be supported through the following standards: <ul style="list-style-type: none"> • CIV 1.6-Explain the need for and purposes of rules in various settings inside and outside of school. • CIV 1.7-Identify how people can work together to make decisions in the classroom.
Executive Function	Working Memory and Meta-cognition	Working Memory & Meta-cognition can be supported through the following standards: N/A
	Cognitive Flexibility	Cognitive Flexibility can be supported through the following standards: N/A

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	Self-regulation of impulses and emotional reaction	<p>Self-regulation of impulses and emotional reaction can be supported through the following standards:</p> <ul style="list-style-type: none"> • CIV 1.3-Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • CIV 1.5-Follow agreed upon rules for discussions while addressing ideas and making decisions as a group.
	Managing attention and behavior	<p>Managing attention and behavior can be supported through the following standards:</p> <p>N/A</p>
Logic and Reasoning	Critical and analytical thinking	<p>Critical and analytical thinking can be supported through the following standards:</p> <ul style="list-style-type: none"> • HIST 1.1-Compare life in the past to life today. • HIST 1.3-Compare perspectives of the past to those of the present. • HIST 1.8-Generate possible reasons for an event or development in the past. • ECO 1.8-Explain how scarcity necessitates decision-making. • GEO 1.4-Explain how weather, climate and other environmental characteristics affect people’s lives in places or regions.
	Applying known information to new experiences	<p>Applying known information to new experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • GEO 1.3-Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. • HIST 1.3-Compare perspectives of the past to those in the present.

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	Reasoning and problem solving	<p>Reasoning and problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • HIST 1.2-Generate questions about individuals and groups who have shaped a significant historical change. • HIST 1.6-Identify the maker, date, and place of origin for a historical source from information within the source itself. • HIST 1.7-Generate questions about a particular historical source as it relates to a particular historical event or development. • CIV 1.2-Explain how all people, not just official leaders, play an important role in a community? • GEO 1.2-Use maps, globes, photographs and other representations to describe places and the relationships and interactions that shape them.
Symbolic Representation	Symbolic representation	<p>Symbolic representation can be supported through the following standards:</p> <p>N/A</p>
	Pretend or symbolic play	<p>Pretend or symbolic play can be supported through the following standards:</p> <p>N/A</p>