

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		3rd 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"> • CIV 3.5-Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues. • ECO 3.1-Compare the benefits and costs of individual choices.
	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"> • HIST 3.7-Compare information provided by different historical sources about the past. • HIST 3.9-Generate questions about multiple historical sources and their relationships to particular historical events and developments. • CIV 3.1-Distinguish the responsibilities and powers of government officials at various levels and branches of government.
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"> • CIV 3.5-Identify the beliefs, experiences, perspectives, and values that underline their own and others’ pints of view about civic issues. • CIV 3.6-Explain how rules and laws change society and how people change rules and laws. • HIST 3.10-Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
	Curiosity and initiative	Curiosity and initiative can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 3.3-Generate questions about individuals who have shaped significant historical changes and continuities. • HIST 3.5-Describe how people’s perspectives shaped the historical sources they created. • HIST 3.11-Explain probable causes and effects of events and developments. • CIV 3.4-Identify core civic virtues and democratic principles that guide government, society and communities. • CIV 3.6-Explain how rules and laws change society and how people change rules and laws. • GEO 3.4-Explain how culture influences the way people modify and adapt to their environment.
	Cooperation during learning experiences	Cooperation during learning experiences can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 3.2-Explain how a democracy relies on people’s individual participation, and draw implications for how individuals should participate. • CIV 3.3-Explain how groups of people make rules to create responsibilities and protect freedoms.

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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 3.3-Explain why individuals and businesses specialize and trade.
	Empathy	Empathy can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 3.3-Generate questions about individuals who have shaped significant historical changes and contributions. • HIST 3.4-Explain connections among historical contexts and people’s perceptions at the time. • GEO 3.9-Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	Social Awareness and Interpersonal Skills can be supported through the following standards:
	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"> • CIV 3.2-Explain how a democracy relies on peoples’ responsible participation, and draw implications for how individuals should participate. • CIV 3.4-Identify core civic virtues and democratic principles that guide government, society, and communities. • CIV 3.6-Explain how rules and laws change society and how people change rules and laws. • CIV 3.7-Explain how policies are developed to address public problems.
	Conflict Resolution	Conflict Resolution can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 3.2-Explain how a democracy relies on people’s responsible participation, and draws implications for how individuals should participate. • CIV 3.3-Explain how groups of people make rules to create responsibilities and protect freedoms. • CIV 3.4-Identify core civic virtues and democratic principles that guide government, society, and communities.
Executive Function	Working Memory and Meta-cognition	Working Memory & Meta-cognition can be supported through the following standards:
		N/A

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	Cognitive Flexibility	<p>Cognitive Flexibility can be supported through the following standards:</p> <p>N/A</p>
	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 3.2-Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate. • CIV 3.3-Explain how groups make rules to create responsibilities and protect freedoms. • CIV 3.7-Explain how policies are developed to address public problems.
	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 3.4-Explain connections among historical contexts and people’s perspectives at the time. • HIST 3.5-Describe how people’s perspectives shaped the historical sources they created. • HIST 3.7-Compare information provided by different historical sources about the past. • HIST 3.9-Generate questions about multiple historical sources and their relationships to particular historical events and developments. • GEO 3.4-Explain how culture influences the way people modify and adapt to their environments.
	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 3.1-Construct maps and other graphic representations of both familiar and unfamiliar places. • GEO 3.2-Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • HIST 3.2-Compare life in specific time periods to life today.

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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 3.1-Create and use a chronological sequence of related events to compare developments that happened at the same time. • HIST 3.10-Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. • HIST 3.11-Explain probable causes and effects of events and developments. • GEO 3.7-Explain how cultural and environmental characteristics affect the distribution and movement of peoples, goods, and ideas. • GEO 3.8-Explain how human settlements and movements relate to the locations and use of various natural resources.
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>