LITERACY - READING

Demonstrate an understanding of literary genre and the relationship of letters and words to the sounds of speech. (L.R.P1)

L.R.P1.01 Identify letters and words.

L.R.P1.02 Use beginning and ending phonetic elements to decode unknown words.

L.R.P1.03 Use picture clues to decode unknown words and meanings.

L.R.P1.04 Use phonetic clues to decode words.

L.R.P1.05 Use word structure to decode unknown words.

L.R.P1.06 Use self-correction strategies when confused by text.

L.R.P1.07 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

Use multiple decoding strategies to read words in context. (L.R.P2)

L.R.P2.01 Use phonetic clues to decode words.

L.R.P2.02 Know letters of the alphabet (upper and lower case) Understand letter-sound correspondence.

L.R.P2.03 Use elements of phonemic analysis to decode unknown words.

L.R.P2.04 Use context clues to decode unknown words.

L.R.P2.05 Use picture clues to decode unknown words and meanings.

L.R.P2.06 Use word structure to decode words.

L.R.P2.07 Use word structure to decode unknown words.

L.R.P2.08 Use context clues to infer the meaning of new and unfamiliar words.

L.R.P2.09 Use self-correction strategies when confused by text.

L.R.P2.10 Use context clues, word clues, letter clues, and structural analysis to determine meaning and build vocabulary.

L.R.P2.11 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary. **This includes reading both fiction and nonfiction in a variety of genres.**

L.R.P2.12 Use a variety of strategies prior to, during, and after reading to enhance comprehension and enjoyment and to monitor comprehension and enjoyment fiction. (L.R.P2.12)

L.R.P2.01 Generate questions about topics to deepen knowledge.

L.R.P2.02 Use a variety of print and non-print resources to obtain information.

L.R.P2.03 Use strategies and prior knowledge to gather, organize, and summarize information.

L.R.P2.04 Make connections to deepen a sense of engagement in reading texts (prior knowledge, personal experiences, and other texts).

L.R.P2.05 Use a variety of strategies prior to, during, and after reading.

L.R.P2.06 Use self-correction strategies when confused by text and adjust reading rate.

L.R.P2.07 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P2.08 Use a variety of comprehension strategies to understand text.

L.R.P2.09 Select and use appropriate independent reading material.

L.R.P2.10 Understand the author's purpose and intent.

Use a variety of strategies and techniques to comprehend and interpret fiction. (L.R.P3)

L.R.P3.01 Generate questions about topics to deepen knowledge.

L.R.P3.02 Make connections to deepen a sense of engagement in reading (depending on genre and purpose for reading).

L.R.P3.03 Use a variety of strategies prior to, during, and after reading.

L.R.P3.04 Use self-correction strategies when confused by text and adjust reading rate.

L.R.P3.05 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P3.06 Identify and analyze elements of plot, setting, and characters.

Use a variety of strategies to decode unknown words. (L.R.P4)

L.R.P4.01 Use phonetic clues to decode unknown words.

L.R.P4.02 Use word structure to decode unknown words.

L.R.P4.03 Use picture clues to decode unknown words and meanings.

L.R.P4.04 Use context clues to decode words.

L.R.P4.05 Use self-correction strategies when confused by text.

L.R.P4.06 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P4.07 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P4.08 Recognize appropriate sight words.

L.R.P4.09 Use a variety of strategies prior to, during, and after reading.

L.R.P4.10 Use a variety of print and non-print resources to obtain information.

L.R.P4.11 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P4.12 Identify and analyze elements of plot, setting, and characters.

L.R.P4.13 Select and use appropriate independent reading material.

L.R.P4.14 Understand the author's purpose and intent.

Use a variety of strategies and techniques to comprehend and interpret fiction. (L.R.P5)

L.R.P5.01 Generate questions about topics to deepen knowledge.

L.R.P5.02 Make connections to deepen a sense of engagement in reading (depending on genre and purpose for reading).

L.R.P5.03 Use a variety of strategies prior to, during, and after reading.

L.R.P5.04 Use self-correction strategies when confused by text and adjust reading rate.

L.R.P5.05 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P5.06 Identify and analyze elements of plot, setting, and characters.

Use a variety of strategies to decode unknown words. (L.R.P6)

L.R.P6.01 Use phonetic clues to decode unknown words.

L.R.P6.02 Use word structure to decode unknown words.

L.R.P6.03 Use picture clues to decode unknown words and meanings.

L.R.P6.04 Use context clues to decode words.

L.R.P6.05 Use self-correction strategies when confused by text.

L.R.P6.06 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P6.07 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P6.08 Recognize appropriate sight words.

L.R.P6.09 Use a variety of strategies prior to, during, and after reading.

L.R.P6.10 Use a variety of print and non-print resources to obtain information.

L.R.P6.11 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P6.12 Identify and analyze elements of plot, setting, and characters.

L.R.P6.13 Select and use appropriate independent reading material.

L.R.P6.14 Understand the author's purpose and intent.

Use a variety of strategies and techniques to comprehend and interpret fiction. (L.R.P7)

L.R.P7.01 Generate questions about topics to deepen knowledge.

L.R.P7.02 Make connections to deepen a sense of engagement in reading (depending on genre and purpose for reading).

L.R.P7.03 Use a variety of strategies prior to, during, and after reading.

L.R.P7.04 Use self-correction strategies when confused by text and adjust reading rate.

L.R.P7.05 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P7.06 Identify and analyze elements of plot, setting, and characters.

Use a variety of strategies to decode unknown words. (L.R.P8)

L.R.P8.01 Use phonetic clues to decode unknown words.

L.R.P8.02 Use word structure to decode unknown words.

L.R.P8.03 Use picture clues to decode unknown words and meanings.

L.R.P8.04 Use context clues to decode words.

L.R.P8.05 Use self-correction strategies when confused by text.

L.R.P8.06 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P8.07 Use context clues, letter clues, word clues, and structural analysis to determine meaning and build vocabulary.

L.R.P8.08 Recognize appropriate sight words.

L.R.P8.09 Use a variety of strategies prior to, during, and after reading.

L.R.P8.10 Use a variety of print and non-print resources to obtain information.

L.R.P8.11 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P8.12 Identify and analyze elements of plot, setting, and characters.

L.R.P8.13 Select and use appropriate independent reading material.

L.R.P8.14 Understand the author's purpose and intent.

Use a variety of strategies and techniques to comprehend and interpret fiction. (L.R.P9)

L.R.P9.01 Generate questions about topics to deepen knowledge.

L.R.P9.02 Make connections to deepen a sense of engagement in reading (depending on genre and purpose for reading).

L.R.P9.03 Use a variety of strategies prior to, during, and after reading.

L.R.P9.04 Use self-correction strategies when confused by text and adjust reading rate.

L.R.P9.05 Comprehend what is read to make predictions, infer, and draw conclusions.

L.R.P9.06 Identify and analyze elements of plot, setting, and characters.

LITERACY - WRITING

Consider audience and variables in the speaking situation. (L.E1)

L.E1.01 Ask and respond to questions.

L.E1.02 Use complete sentences to express ideas or ask questions in oral communication.

L.E1.03 Ask questions to clarify.

L.E1.04 Follow basic rules of conversation.

Demonstrate control of delivery skills. (L.E2)

L.E2.01 Speak for different purposes and audiences.

L.E2.02 Use complete sentences to express ideas or ask questions in oral communication.

L.E2.03 Ask questions to clarify.

L.E2.04 Follow basic rules of conversation.

Participate in a variety of communication situations. (L.E3)

L.E3.01 Speak for different purposes and audiences.

L.E3.02 Ask and respond to questions.

L.E3.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E3.04 Ask questions to clarify.

L.E3.05 Follow basic rules of conversation.

L.E3.06 Use different voice inflections, gestures, and intonation for different situations.

Participate in a variety of communication situations. (L.E4)

L.E4.01 Speak for different purposes and audiences.

L.E4.02 Ask and respond to questions.

L.E4.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E4.04 Ask questions to clarify.

L.E4.05 Follow basic rules of conversation.

L.E4.06 Use different voice inflections, gestures, and intonation for different situations.

Use complete and connected sentences for purposes of speaking: audience, occasion, and context. (L.E5)

L.E5.01 Speak for different purposes and audiences.

L.E5.02 Ask and respond to questions.

L.E5.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E5.04 Ask questions to clarify.

L.E5.05 Follow basic rules of conversation.

L.E5.06 Use different voice inflections, gestures, and intonation for different situations.

Demonstrate control of delivery skills. (L.E6)

L.E6.01 Speak for different purposes and audiences.

L.E6.02 Use complete sentences to express ideas or ask questions in oral communication.

L.E6.03 Ask questions to clarify.

L.E6.04 Follow basic rules of conversation.

L.E6.05 Use different voice inflections, gestures, and intonation for different situations.

Participate in a variety of communication situations. (L.E7)

L.E7.01 Speak for different purposes and audiences.

L.E7.02 Ask and respond to questions.

L.E7.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E7.04 Ask questions to clarify.

L.E7.05 Follow basic rules of conversation.

L.E7.06 Use different voice inflections, gestures, and intonation for different situations.

Use complete and connected sentences for purposes of speaking: audience, occasion, and context. (L.E8)

L.E8.01 Speak for different purposes and audiences.

L.E8.02 Ask and respond to questions.

L.E8.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E8.04 Ask questions to clarify.

L.E8.05 Follow basic rules of conversation.

L.E8.06 Use different voice inflections, gestures, and intonation for different situations.

Demonstrate control of delivery skills. (L.E9)

L.E9.01 Speak for different purposes and audiences.

L.E9.02 Use complete sentences to express ideas or ask questions in oral communication.

L.E9.03 Ask questions to clarify.

L.E9.04 Follow basic rules of conversation.

L.E9.05 Use different voice inflections, gestures, and intonation for different situations.

Participate in a variety of communication situations. (L.E10)

L.E10.01 Speak for different purposes and audiences.

L.E10.02 Ask and respond to questions.

L.E10.03 Use complete sentences to express ideas or ask questions in oral communication.

L.E10.04 Ask questions to clarify.

L.E10.05 Follow basic rules of conversation.

L.E10.06 Use different voice inflections, gestures, and intonation for different situations.

LITERACY - LISTENING

Listen for information and understanding. (L.E11)

L.E11.01 Listen for a purpose.

L.E11.02 Listen and respond to a variety of media.

L.E11.03 Use prior knowledge and experience while listening.

Listen for interpretation and evaluation. (L.E12)

L.E12.01 Listen for a variety of purposes.

L.E12.02 Listen and respond to a variety of media.

L.E12.03 Use prior knowledge and experience while listening.

Listen for information and understanding. (L.E13)

L.E13.01 Listen for a variety of purposes.

L.E13.02 Listen and respond to a variety of media.

L.E13.03 Use prior knowledge and experience while listening.

Listen for interpretation and evaluation. (L.E14)

L.E14.01 Listen for a variety of purposes.

L.E14.02 Listen and respond to a variety of media.

L.E14.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E15)

L.E15.01 Listen for a variety of purposes.

L.E15.02 Listen and respond to a variety of media.

L.E15.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E16)

L.E16.01 Listen for a variety of purposes.

L.E16.02 Listen and respond to a variety of media.

L.E16.03 Use prior knowledge and experience while listening.

LITERACY - LISTENING

Listen for information and understanding. (L.E17)

L.E17.01 Listen for a variety of purposes.

L.E17.02 Listen and respond to a variety of media.

L.E17.03 Use prior knowledge and experience while listening.

Listen for interpretation and evaluation. (L.E18)

L.E18.01 Listen for a variety of purposes.

L.E18.02 Listen and respond to a variety of media.

L.E18.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E19)

L.E19.01 Listen for a variety of purposes.

L.E19.02 Listen and respond to a variety of media.

L.E19.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E20)

L.E20.01 Listen for a variety of purposes.

L.E20.02 Listen and respond to a variety of media.

L.E20.03 Use prior knowledge and experience while listening.

LITERACY - LISTENING

Listen for information and understanding. (L.E21)

L.E21.01 Listen for a variety of purposes.

L.E21.02 Listen and respond to a variety of media.

L.E21.03 Use prior knowledge and experience while listening.

Listen for interpretation and evaluation. (L.E22)

L.E22.01 Listen for a variety of purposes.

L.E22.02 Listen and respond to a variety of media.

L.E22.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E23)

L.E23.01 Listen for a variety of purposes.

L.E23.02 Listen and respond to a variety of media.

L.E23.03 Use prior knowledge and experience while listening.

Demonstrate listening skills. (L.E24)

L.E24.01 Listen for a variety of purposes.

L.E24.02 Listen and respond to a variety of media.

L.E24.03 Use prior knowledge and experience while listening.

Number and Operations

Count, represent, read, compare, order, and estimate whole numbers (M.K.N1.01)

M.K.N1.01 Use ordinal numbers approximately 1st, 2nd, 3rd.

Use place value to represent and compare whole numbers and decimals (M.K.N2.01)

M.K.N2.01 Compare objects to at least 10.

M.K.N2.02 Understand a variety of representations of whole numbers 0 to 30 (e.g., concrete, pictorial, verbal, tally marks, numerals, ordinals).

M.K.N2.03 Understand the value of whole numbers (ones) of whole numbers 0 to 30.

M.K.N2.05 Counts backwards by ones.

M.K.N2.06 Understand the relationship between quantities with not objects.

Numbers as equivalent representations to identify composite and prime numbers (M.K.N3.M3.01)

M.K.N3.M3.01 Two-digit numbers and decomposes numbers to at least 5.

Recognize, describe, create and extend repeating and growing patterns such as sequences of numbers, geometric patterns and transition from one representation to another (M.K.P1.01)

M.K.P1.01 Extend and create simple repeating patterns.

Use addition and subtraction to solve problems with whole numbers (M.K.P2.01)

M.K.P2.01 Use addition and subtraction to solve problems.

Geometry & Measurement

Recognize and describe shapes and attributes in the environment (M.K.G.G.01)

M.K.G.G.01 Understand geometric relationships (similarities/ differences among basic plane figures: circles, triangles, rectangles, and triangle).

Describe and specify space and location with simple relationships with with coordinate systems (M.K.G.G.02)

M.K.G.G.02 Describe and specify space and location with simple relationships with between, above, below and center.

Use attributes to describe and compare measurable attributes (M.K.G.G.03)

M.K.G.G.03 Describe geometric shapes in the environment and describe their attributes.

Identify attributes that are measurable, such as length, weight, time and capacity, and describe the units used to measure these attributes (M.K.G.G.04)

M.K.G.G.04 Describe and compare measurable attributes of objects and describe the units used to measure these attributes (length, weight, time, capacity).

Use attributes to describe and compare measurable attributes (M.K.G.G.05)

M.K.G.G.05 Describe geometric shapes in the environment and describe their attributes.

Identify attributes that are measurable, such as length, weight, time and capacity, and describe the units used to measure these attributes (M.K.G.G.06)

M.K.G.G.06 Describe and compare measurable attributes of objects and describe the units used to measure these attributes (length, weight, time, capacity).

Estimate and measure length using standard and non-standard units of measure (M.K.G.G.07)

M.K.G.G.07 Associate times of day with everyday events.

M.K.G.G.08 Describe and compare measurable attributes of objects.

Data Analysis & Probability

Collect, sort, organize, and display data to pose and answer questions relevant to the K-2 environment. (M.K.D.D.01)

M.K.D.D.01 Collect and display data using lists, charts, tables and simple graphs.

M.K.D.D.02 Sort and classify objects.

Science as Inquiry

Ask questions about objects, organisms, and events in the environment. (M.K.S.01)

M.K.S.01 Ask questions about objects, organisms, and events in the environment.

Plan and conduct simple investigations. (M.K.S.02)

M.K.S.02 Use a variety of tools and materials to do work.

Use tools to gather data and extend the senses. (M.K.S.03)

M.K.S.03 Use tools to gather data and extend the senses.

Use mathematics in inquiry. (M.K.S.04)

M.K.S.04 Use mathematics in inquiry.

Use data to construct reasonable explanations (M.K.S.05)

M.K.S.05 Use data to construct reasonable explanations.

Communicate investigations and explanations. (M.K.S.06)

M.K.S.06 Communicate investigations and explanations.

Recognize and describe scientific principles, patterns, and relationships. (M.K.S.07)

M.K.S.07 Follow approved procedures when investigating.

Earth and Space

Understand and apply knowledge of characteristics of information about daily and seasonal weather conditions. (E.K.S.05)

E.K.S.05 Use a variety of tools and a basic knowledge of observable information about daily and seasonal weather conditions.

Understand and apply knowledge of events that have repeating patterns. (E.K.S.03)

E.K.S.03 Understand and apply knowledge of events that have repeating patterns.

Physical Science

Understands and applies knowledge of the properties of objects and materials. (E.K.S.01)

E.K.S.01 Classifies objects according to observable physical properties.

Understands and applies knowledge of the properties of objects and materials. (P.K.S.03)

P.K.S.03 Compares and sorts household objects and materials.

Life Science

Understands and applies knowledge of the life cycles of plants and animals. (L.K.S.03)

L.K.S.03 Understands and applies knowledge of the life cycles of plants and animals.

Understands and applies knowledge of the interdependence of living things and their relation with other and their physical environment. (L.K.S.04)

L.K.S.04 Identifies basic needs of plants and animals.

Understands and applies knowledge of the life cycles of living structures (human body parts and food) (L.K.S.05)

L.K.S.05 Understands and applies knowledge of basic human body structures (human body parts and food).

Science No K2 Match

L.K.S.06 Identifies basic needs of plants and animals.

L.K.S.07 Knows that plants need light to make their own food.

L.K.S.08 Knows that plants need light to make their own food.

Social Sciences

Describe changes in time using units of money. (SS.K.HS2.01)

SS.K.HS2.01 Demonstrate and describe similarities and differences in the ways people live in different places and in the past and present.

SS.K.HS2.02 Describe ways the physical environment and cultural characteristics affect people within a culture.

SS.K.HS2.03 Describe ways in which people, ideas change.

SS.K.HS2.04 Describe ways in which people in different cultures and times have had to adapt to changes in physical environment, i.e. technological advances in society.

Describe changes in time using units of money. (SS.K.HS2.02)

SS.K.HS2.05 Demonstrate and describe similarities and differences in the ways people live in different places and in the past and present.

SS.K.HS2.06 Describe ways the physical environment and cultural characteristics affect people within a culture.

SS.K.HS2.07 Describe ways in which people, ideas change.

SS.K.HS2.08 Describe ways in which people in different cultures and times have had to adapt to changes in physical environment, i.e. technological advances in society.

Economics

Understand the role of scarcity and economic trade-offs and how economic conditions change over time. (E.K.S.01)

E.K.S.01 Explain why some goods and services are made by people and others are made by machines.

Understand that the basic nature of economics is an exchange of resources. (E.K.S.02)

E.K.S.02 Understand that economics is the exchange of resources.

Understand how governments throughout the world influence economic behaviors. (E.K.S.03)

E.K.S.03 Identify some of the ways government influences economic behaviors.

Understand people and parts of the world trade with one another. (E.K.S.04)

E.K.S.04 Identify some of the ways people and parts of the world trade with one another.

Understands and applies knowledge of how economic conditions change over time. (E.K.S.05)

E.K.S.05 Identifies traditions, customs and celebrations unique to a culture.

E.K.S.06 Identify and describe ways people, groups and communities influence the environment and how the environment influences people and a culture.

E.K.S.07 Identifies ways people are alike in many ways and different in many ways.

Economics

Understand the role of scarcity and economic trade-offs and how economic conditions change over time. (E.K.S.06)

E.K.S.08 Explain why some goods and services are made by people and others are made by machines.

Understand that the basic nature of economics is an exchange of resources. (E.K.S.07)

E.K.S.09 Understand that economics is the exchange of resources.

Understand how governments throughout the world influence economic behaviors. (E.K.S.08)

E.K.S.10 Identify some of the ways government influences economic behaviors.

Understand people and parts of the world trade with one another. (E.K.S.09)

E.K.S.11 Identify some of the ways people and parts of the world trade with one another.

Understand that changes in technology impact individuals, the economy and society. (E.K.S.10)

E.K.S.12 Understand how technology influences individuals and society.

E.K.S.13 Identify and describe examples in which science and technology have improved our lives and have had negative consequences for our lives.

E.K.S.14 Identify and describe examples in which science and technology have led to changes in physical environment, i.e. technological advances in society.

Understand that changes in technology impact individuals, the economy and society. (E.K.S.11)

E.K.S.15 Distinguish between what is and is not a tool, both individually and in groups.

Geography

Understand the use of geographic tools and technology to analyze information about people, places, and environments. (G.K.S.01)

G.K.S.01 Understand and use a map/globe to interpret geographical features and locations, and to describe relationships between people and places.

Understand how geographic and technological developments create opportunities and regions. (G.K.S.02)

G.K.S.02 Identify and describe ways people in the United States.

Understand how human factors and the distribution of resources affect the development of communities and movement of populations. (G.K.S.03)

G.K.S.03 Identify and describe ways people in the United States.

Understand how geographic and environmental factors affect cultures inside the environment and how the environment affects humans. (G.K.S.04)

G.K.S.04 Identify and describe ways people in the United States.

Understand and have cultural affinities with the United States and other countries of societies. (G.K.S.05)

G.K.S.05 Explain how the United States provides the means for expressing individual and cultural identities.

G.K.S.06 Explore ways that language, art, music, belief systems and other cultural expressions are used to express individual and cultural identities.

Understands and groups within a society may promote changes in society. (G.K.S.06)

G.K.S.07 Identify and describe the contributions and significance of historical figures and how they have influenced society.

Understand economic needs and wants affect individual and group decisions. (G.K.S.07)

G.K.S.08 Identify and describe examples in which science and technology have led to changes in physical environment, i.e. technological advances in society.

Understand how technology influences individuals and society. (G.K.S.08)

G.K.S.09 Explore cause, consequence and possible solutions to contemporary issues.

Understand cultural and relationships and other historical thinking and skills in order to interpret events and issues. (G.K.S.09)

G.K.S.10 Compare the relationship of past and present events and recognize patterns and trends.

Political Science/Civics Literacy

Understand the basic concepts of government and democracy and the U.S. Constitution and Bill of Rights and how they are interpreted. (C.K.S.01)

C.K.S.01 Explore the rights and responsibilities of citizenship in a democratic form of or her social group.

C.K.S.02 Adapt to varied roles, responsibilities and expectations.

C.K.S.03 Identify and demonstrate an individual's rights and responsibilities at home, in school, and in the community, and contrast them with those of other people.

Understand different roles and responsibilities of people who hold various offices (politics). (C.K.S.02)

C.K.S.04 Identify the title, name and role of local, state and national leaders (i.e., local principal, mayor, governor, president).

C.K.S.05 Demonstrate citizenship by following classroom and school rules, respecting others' rights, and being responsible.

Understand the United States has a civic and economic affairs. (C.K.S.03)

C.K.S.06 Explore ways the United States interacts with other nations in the world.

21st CENTURY - EMPLOYABILITY - Alignment

Standard 1: Communicate and work productively with others.

Communicate and work appropriately with others to complete tasks. (C.K.E1.01)

C.K.E1.01 Use different personal styles to increase innovation and the quality of work.

C.K.E1.02 Use all the appropriate procedures of communication effectively.

C.K.E1.03 Use appropriate communication skills to work with others.

Employment rights and responsibilities of workers and employers (C.K.E1.02)

C.K.E1.02 Adapt to varied roles, responsibilities and expectations.

C.K.E1.03 Identify and demonstrate an individual's rights and responsibilities at home, in school, and in the community, and contrast them with those of other people.

C.K.E1.04 Demonstrate appropriate behaviors and have citizens after participating.

Standard 2: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility.

Learn leadership skills and demonstrate responsibility and ethical behavior and social responsibility. (C.K.E2.03)

C.K.E2.01 Use a variety of strategies to influence and guide others toward a goal.

C.K.E2.02 Leverage the diversity of others to accomplish a common goal.

C.K.E2.03 Demonstrate integrity and ethical behavior.

C.K.E2.04 Demonstrate mental, physical, and emotional preparedness to accomplish tasks.

Standard 3: Demonstrate initiative and self-direction.

Demonstrate initiative and self-direction in activities. (C.K.E3.04)

C.K.E3.01 Perform work without constant supervision.

C.K.E3.02 Use time efficiently to manage workload.

C.K.E3.03 Set and achieve goals.

C.K.E3.04 Set and achieve high expectations.

C.K.E3.05 Engage in effective problem solving process.

Standard 5: Demonstrate productivity and accountability.

Work productively and are accountable for their actions. (C.K.E5.05)

C.K.E5.01 Use time efficiently to manage workload.

C.K.E5.02 Set and achieve high expectations.

C.K.E5.03 Engage in effective problem solving process.

C.K.E5.04 Demonstrate mental, physical, and emotional preparedness to accomplish tasks.

C.K.E5.05 Perform work without constant supervision.

21st CENTURY - FINANCIAL

Demonstrate the ability to make responsible financial decisions. (C.K.F1.01)

C.K.F1.01 Develop a short-term financial plan.

C.K.F1.02 Understand needed money skills.

C.K.F1.03 Understand financial literacy.

Identify necessary resources and distribution options for those resources. (C.K.F2.01)

C.K.F2.01 Develop a realistic spending plan for financial independence.

C.K.F2.02 Understand needed money skills.

C.K.F2.03 Understand the distribution of resources.

C.K.F2.04 Understand financial literacy.

Understand the relationship between risk and rewards of credit. (C.K.F3.01)

C.K.F3.01 Understand different types of credit.

C.K.F3.02 Understand different types of debt.

C.K.F3.03 Understand options and responsibilities as borrowers.

Develop assessment that each person has an identity. (C.K.E1.04)

C.K.E1.04 Use different personal styles to increase innovation and the quality of work.

C.K.E1.05 Use all the appropriate procedures of communication effectively.

C.K.E1.06 Use appropriate communication skills to work with others.

Employment rights and responsibilities of workers and employers (C.K.E1.05)

C.K.E1.07 Adapt to varied roles, responsibilities and expectations.

C.K.E1.08 Identify and demonstrate an individual's rights and responsibilities at home, in school, and in the community, and contrast them with those of other people.

C.K.E1.09 Demonstrate appropriate behaviors and have citizens after participating.

Standard 2: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility.

Learn leadership skills and demonstrate responsibility and ethical behavior and social responsibility. (C.K.E2.04)

C.K.E2.04 Use a variety of strategies to influence and guide others toward a goal.

C.K.E2.05 Leverage the diversity of others to accomplish a common goal.

C.K.E2.06 Demonstrate integrity and ethical behavior.

C.K.E2.07 Demonstrate mental, physical, and emotional preparedness to accomplish tasks.

Standard 3: Demonstrate initiative and self-direction.

Demonstrate initiative and self-direction in activities. (C.K.E3.06)

C.K.E3.06 Perform work without constant supervision.

C.K.E3.07 Use time efficiently to manage workload.

C.K.E3.08 Set and achieve goals.

C.K.E3.09 Set and achieve high expectations.

C.K.E3.10 Engage in effective problem solving process.

Standard 5: Demonstrate productivity and accountability.

Work productively and are accountable for their actions. (C.K.E5.06)

C.K.E5.06 Use time efficiently to manage workload.

C.K.E5.07 Set and achieve high expectations.

C.K.E5.08 Engage in effective problem solving process.

C.K.E5.09 Demonstrate mental, physical, and emotional preparedness to accomplish tasks.

C.K.E5.10 Perform work without constant supervision.

21st CENTURY - HEALTH

Understand and use basic health concepts to enhance personal, family, and community health. (C.K.H1.01)

C.K.H1.01 Use a variety of technology resources to enhance health promotion and disease prevention.

C.K.H1.02 Analyze influence factors on health behaviors.

Understand and use basic health concepts to enhance personal, family, and community health. (C.K.H1.02)

C.K.H1.03 Use a variety of technology resources to enhance health promotion and disease prevention.

C.K.H1.04 Increase safety.

C.K.H1.05 Increase personal, family and community health.

Recognize and use decision-making skills to benefit personal, family and community wellness. (C.K.H2.05)

C.K.H2.01 Use a variety of decision-making skills.

C.K.H2.02 Demonstrate goal setting skills.

Identify influences that affect personal health and the health of others. (C.K.H2.06)

C.K.H2.03 Analyze influence factors on health behaviors.

C.K.H2.04 Analyze influence factors on health behaviors.

Understand and use basic health concepts to enhance personal, family, individuals and the health of society. (C.K.H3.06)

C.K.H3.01 Achieve and maintain health enhancing level of physical activity.

C.K.H3.02 Achieve and maintain health enhancing level of physical activity.

21st CENTURY - TECHNOLOGY

Standard 1: Demonstrate creative thinking.

Use technology to develop projects, ideas, inventions, and make predictions. (C.K.A1.01)

C.K.A1.01 Apply existing knowledge to generate new ideas, products, or processes.

C.K.A1.02 Use a variety of technological tools and processes to enhance learning.

C.K.A1.03 Use technology resources to explore and depict data, information, and ideas.

C.K.A1.04 Use technology to explore and depict data, information, and ideas.

C.K.A1.05 Use technology to explore and depict data, information, and ideas.

Use technology to communicate and work productively with others. (C.K.A1.02)

C.K.A1.06 Use a variety of technology resources to explore questions or problems.

C.K.A1.07 Use technology to decide what information to trade and how to use the information gained from others.

C.K.A1.08 Collect and explore data to identify communalities or solutions to problems.

C.K.A1.09 Use technology to decide what problems may be solved.

Standard 2: Use and practice appropriate and safe uses of technology. (C.K.A2.03)

C.K.A2.01 Accepts and practices safe, legal, and responsible use of technology.

C.K.A2.02 Identify and describe ways people in the United States.

C.K.A2.03 Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

C.K.A2.04 Demonstrate personal responsibility for lifelong learning.

Standard 3: Use technology functions and software and their application. (C.K.A3.04)

C.K.A3.01 Select and use applications effectively and productively.

C.K.A3.02 Identify and describe ways people in the United States.

C.K.A3.03 Transfer current knowledge to learning of new technologies.

Transaction Hash	Block	Age	From	To	Value	Txn Fee
0x7f1d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d0d

ICC CODE	IOWA CORE ESSENTIAL SKILLS	MISIC CODE	BENCHMARK	DESCRIPTOR	ESSENTIAL QUESTIONS	VOCABULARY
K-8 Math Skills						
M.K-8.GM.01	Problem Solving	M._K.01.01	Engage in tasks for which the solution method is not known in advance.	Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts. Apply and adapt a variety of appropriate strategies to solve problems. Monitor and reflect on the process of mathematical problem solving.	How can you solve this problem? What information is available to help you solve this problem? What do you need to find out? What is the most effective way for you to use this information?	strategy, reflect, problem
M.K-8.GM.02	Communication	M._K.01.03	Share ideas and clarify understanding to learn mathematics and to communicate mathematically.	Organize and consolidate their mathematical thinking through communication. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. Analyze and evaluate the mathematical thinking and strategies of others. Use the language of mathematics to express mathematical ideas precisely.	How do you communicate your mathematical thinking using verbal and/or written explanations with appropriate mathematical vocabulary, notations and representations? Can you restate or paraphrase what another student has shared? How do you pose questions to clarify understanding and misunderstanding?	analyze, clarify, evaluate, communicate
M.K-8.GM.03	Reasoning and Proof	M._K.01.02	Reason in a wide range of mathematical an applied settings.	Recognize reasoning and proof as fundamental aspects of mathematics. Make and investigate mathematical conjectures. Develop and evaluate mathematical arguments and proof. Select and uses various types of reasoning and methods of proof.	Can you prove your solution works? Why does it work? Does your answer make sense? Is it true for all cases?	conjecture, proof, prove, reasoning
M.K-8.GM.04	Ability to Recognize, Make and Apply Connections.	M._K.01.04	Connect mathematical ideas to deepen understanding.	Recognize and use connections among mathematical ideas. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. Recognize and apply mathematics in contexts outside of mathematics.	How is this mathematical topic like concepts you have studied before in math and/or other subjects? How are these mathematical ideas related? How is this concept useful in real world situations?	mathematical connections or relationships
M.K-8.GM.05	Ability to Construct and Apply Multiple Connected Representations.	M._K.01.05	Represent mathematical processes and products in multiple ways.	Create and use representations to organize, record, and communicate mathematical ideas. Select, apply, and translate among mathematical representations to solve problems. Use representations to model and interpret physical, social, and mathematical phenomena.	Why did you choose to represent your idea(s) that way? Is there another way to represent these ideas? Does this representation fit the given situation? What are the advantages and limitations of this representation?	varied representations
Number and Operations						
M.K-2.NO.01	Count, represent, read, compare, order and conserve whole numbers	M._K.02.01	Use ordinal numbers appropriately (1st, 2nd, 3rd).	Apply ordinal numbers to drawings, manipulatives or real life situations.	In what situations would you use ordinal numbers?	first, second, third, etc.
M.K-2.NO0.02	Count, represent, read, compare, order and conserve whole numbers	M._K.02.02	Count objects to at least 30.	Apply one-to-one correspondence. Orally rote count to at least 30. Apply a method for organizing objects when counting.	What are ways you could determine the quantity of a group of objects?	number words one through thirty
M.K-2.NO0.03	Count, represent, read, compare, order and conserve whole numbers	M._K.02.03	Understand a variety of representations of whole numbers 0 to 30 (e.g., written numerals, objects in sets, number lines).	Recognize and order written numerals. Identify the number of objects in sets. Read and understand number lines, hundreds chart, and calendar	Are numerals and/or quantities consistent regardless of objects, tools or methods used to count?	number words one through thirty, order, calendar, hundreds chart, number line
M.K-2.NO0.04	Count, represent, read, compare, order and conserve whole numbers	M._K.02.04	Understand the order and relative values of whole numbers 0 to 30.	Compare sets that have more, less or equal amounts using manipulatives . Determine one more or one less than a number using manipulatives. Put numbers in order from least to greatest or greatest to least using manipulatives. Demonstrate conservation of number.	How are numbers related to one another? How do we compare numbers?	more, less, least, greatest, equal, largest, same, fewest, smallest, fewer
M.K-2.NO0.05	Count, represent, read, compare, order and conserve	M._K.02.05	Counts backwards by ones.	Count backwards by one starting with any number in the range of 10 to 1 with or without objects.	In what situations would it be beneficial to count backwards?	backwards
M.K-2.NO.02	Develop understandings of addition and subtraction and	M._K.03.01	Demonstrate addition and subtraction problems with real objects.	Use manipulatives to represent addition and subtraction problems.	How can a given mathematical problem be solved?	addition, subtraction
M.K-2.NO.03	Express numbers as equivalent representations to fluently compose and decompose numbers.	M._K.03.02	Fluently composes and decomposes numbers to at least 5.	Use strategies (subsidizing, counting, putting groups together, taking groups apart, etc.) to represent numbers through at least 5. Knows number combinations that total at least 5.	What number combinations would represent a given quantity?	number combination, put together, take apart
Algebra						
M.K-2.A.01	Recognize, describe, create and extend repeating and	M._K.08.01	Extend and create simple repeating patterns	Identify, create and extend patterns with physical objects, geometric shapes, manipulatives and pictures.	How do we find patterns?	pattern, repeating pattern, extend, create
M.K-2.A.02	Sort, classify, and order	M._K.08.02	Sort and classify objects by a single attribute	Explain sorting rule.	In what ways can objects be sorted?	sort, classify, attribute
Geometry & Measurement						
M.K-2.G.01	Recognize and describe shapes and structures in the physical environment.	M._K.05.01	Understand geometric relationships (similarities/ differences among basic plane figures: circles, square, rectangle, and triangle).	Identify, sort, and describe similarities/ differences among basic plane figures: circles, square, rectangle and triangle.	How are shapes alike/ How are shapes different?	similarity, difference, circle, square, rectangle, triangle, geometric shape
M.K-2.G.04	Describe and specify space and location with simple relationships and with	M._K.05.02	Understand the common language of spatial sense (e.g., inside, outside, between, above, below and behind).	Use words such as inside, outside, between, above, below and behind.	What words can be used to describe an object's location in space?	inside, outside, between, above, below, behind, outside
M.K-2.G.06	Use attributes of geometric figures to solve spatial problems.	M._K.05.03	Describe geometric shapes in the environment and state their location.	Use correct terminology to identify geometric shapes. Identify shapes regardless of their orientation. Use words such as: over, under, near, far, etc. to communicate location.	Where can shapes be seen in the world around us?	over, under, near, far, left, right
M.K-2.M.01	Identify attributes that are measurable, such as length, weight, time and capacity, and use these attributes to order objects and make direct comparisons.	M._K.04.01	Identify objects that are measurable and make direct comparisons. (For example: shorter, taller, heavier, lighter, holds more, holds less)	Using two or more objects students can identify which one is longer, heavier, lighter, etc.	What words can be use to compare objects? blue added 2/21	measurable, compare, longer, shorter, heavier, lighter, tall, tallest, longest, shortest, wider, narrower
M.K-2.M.03	Estimate and measure length using standard and on-	M._K.04.02	Associate times of day with everyday events.	Use real life situations to identify time of day.	When do events happen throughout the day?	time, time of day, morning
M.K-2.M0.04	Estimate and measure length using standard and on-	M._K.04.03	Read a calendar to recognize days of week, sequence of days, months and seasons.	Use a calendar to identify days of the week, sequence of days, months and seasons.	What information does a calendar provide?	week, day, month, season, calendar
Data Analysis & Probability						
M.K-2.DA.01	Collect, sort, organize, and represent data to ask and	M._K.06.01	Collect and display data using lists, charts, tables and simple graphs.	Collect data. Sort data into categories. Make simple graphs and charts with pictures and/or objects.	What are ways to organize data and make it easy to understand?	graph, chart, data, sort, collect
M.K-2.DA0.02	Collect, sort, organize, and represent data to ask and answer questions relevant to	M._K.06.02	Interpret simple graphs.	Answer questions based on the graph. State observations and comparisons based on the graph.	What do we know from looking at this graph?	graph, observe, compare, favorite, most, labels, tallies

ICC CODE	IOWA CORE ESSENTIAL SKILLS	MISIC CODE	BENCHMARK	DESCRIPTOR	ESSENTIAL QUESTIONS	VOCABULARY
Science as Inquiry						
IN.K-2.01	Asks questions about objects, organisms and events in the environment.	S._K.01.01	Asks questions about objects, organisms, and events in the environment.**	Students will identify what they want to know. They will state their questions in their own words, and collaborate with teachers to find appropriate ways to answer them. (i.e. from their own observations, investigations or reliable scientific sources.)	What do you wonder about after you look at something carefully? What questions could you ask?	181.-190- determine*, scientist*, wonder, 171-180 question, statement, change*, shape*, find out*, compare*, time*, 'what would happen if...', 'is it true...', 'how often...', 'I wonder…',
IN.K-2.02	Plan and conduct simple investigations.	S._K.01.02	Plans and conducts simple investigations. **	In earliest years, investigations are largely based on direct observations. As students develop, they design and conduct simple experiments to answer questions. Students follow appropriate safety procedures when conducting investigations.	What different ways could you find the answer to your question?	181-190 accurate*, chart*, alike, 'have in common*, conclude*, determine*, effect*, experiment*, investigate, graph*, information*, length*, height*, magnifying glass*, measure*, measurement, observation*, question*, reason*, record* , tool*, safety, plan, 171-180 after*, before*, belong* , change*, direction*, find out*, order*, what are you going to show to represent'…, scale*, science*, technology*, time*.
IN.K-2.03	Use tools to gather data and extend the senses.	S._K.01.03	Uses tools to gather data and extend the senses. **	Students use rulers, thermometers, watches, balances, spring scales, magnifiers and microscopes to extend their senses and their abilities to gather data.	Which tools could you use to help you answer your specific question?	181-190 tools*, graph*, estimate*, smart guess, predict, 171-180 tools*, scale*, magnifying glass*, non-standard unit of measure, i.e. how many unifix cubes, measuring cup (volume), tally, chart, goggles, bug viewers
IN.K-2.04	Use mathematics in scientific inquiry.	S._K.01.04	Uses mathematics in scientific inquiry. **	Students use mathematics to gather, organize and present data and to construct convincing explanations.	What could you measure or count that would help you answer your question?	181-190 height*, length*, estimate*, feet*, 171-180 compare*, order*, rank*, time*, weigh*, scale*
IN.K-2.05	Use data to construct reasonable explanations	S._K.01.05	Uses data to construct reasonable explanations. **	Students learn what constitutes evidence. Students' explanations should reflect the evidence they have obtained.	How do you use your observations, conversations, and other information to explain what happened?	181-190 accurate*, expect*, feel*, accurate*, data, report*, record* 171-180 data, evidence, claim, fair test (attention to keeping the 'controlled variables' the same),
IN.K-2.06	Communicate investigations and explanations.	S._K.01.06	Communicates investigations and explanations. **	Students should begin to develop the abilities to communicate, critique, and analyze their work and the work of other students. Students should communicate orally, through writing or through drawings.	Why is it important to give reasons for your answers? How could you explain your thinking to someone else? What could happen if we didn't share our 'discoveries' with others?	181-190 accurate*, give reasons*, report*, 171-180 report, to find out*, compare*, 'I believe because…", agree/disagree with reasons, respect- i.e. other points of view,
IN.K-2.07	Follow appropriate safety procedures when conducting investigations.	S._K.01.07	Follows appropriate safety procedures when conducting investigations. **	Students will understand the need for protective equipment, (i.e. gloves, goggles), following directions, proper use of equipment, and safe techniques for tasting, smelling, touching, hearing, seeing.	Why do scientists use safety equipment?	181-190 feel*, touch*, taste*, sense*, see* , hear, 171-180 ear plugs, goggles, gloves, feel, touch, taste, sense, see, hear,
Earth and Space						
ES.K-2.02	Understand and apply knowledge of observable information about daily and seasonal weather conditions.	S._K.02.02	Understand and applies knowledge of observable information about daily and seasonal weather conditions.**	Students will understand that weather changes from day to day and over the seasons.	What changes do you observe in the weather?	181-190 winter*, thermometer*, sunlight*, store*, sleep*, seasonal change*, precipitation*, natural resource*, light*, daylight*, day*, 171-181 weather*, wind*, temperature*, summer*, spring*, snow*, sleet*, season*, hot*, hail*, ice*, fog*, cloud*, air*,
ES.K-2.03	Understand and apply knowledge of events that have repeating patterns.	S._K.02.01	Understands and applies knowledge that Earth's events have repeating patterns.	A. Students will be able to distinguish between the characteristics of night and day or dark and light. They will recognize that the occurrence of night and day is repeated in a regular pattern. B. Students will name basic characteristics of each season of the year and recognize that they also occur in a regular pattern.	What are some of Earth's natural events that have repeating patterns? How could we provide evidence to show that our statements are true?	181-190 winter*, sunlight*, sight*, seasonal change*, revolve*, planet*, night*, natural resource*, light*, length*, day*, daylight*, disappear*, autumn*, 171-180 summer*, spring*, snow*, sun*, earth*, daytime*, fall*, season*,
Physical Science						
PS.K-2.01	Understands and applies knowledge of observable and measurable properties of objects.	S._K.04.01	Classifies objects according to observable physical properties.	A. Students will understand that objects have many observable properties including size, weight, shape, color, temperature, function, composition, and the ability to react with other substances. Those properties can be measured using tools such as rulers, balance, and thermometers. B. Students will understand that objects are made of one or more materials.	What different characteristics can be used to sort objects into groups?	181-190 touch*, taste*, surface*, structure*, stone*, solid*, smell*, sight*, scale*, observation*, measuring*, by length*, large*, medium, small, by feel*, 171-180 temperature*, hot, cold, hard, soft, color, sparkle, smooth, rough, mammal*, retile*, amphibians*, float*, sink, cool*, characteristic, function, size
PS.K-2.03	Understands and applies knowledge of the positions and motions of objects.	S._K.04.02	Understand and apply knowledge of positions and motions of objects.	A. Students will understand that the position of an object can be described by locating it relative to its background. B. Students will understand that the object's motion can be described by observing and measuring its position over time.	How do you know if an object is moving? How do you describe an object's location?	181-190 observe*, length (how far)*, distance, measure, roll, position, energy*, inclined plane, ramp, 171-180 time*, stage*, push*, pull*, circular, swing, zigzag, wheels, axle, background, in front of, behind, right, left, above, below
Life Science						
LS.K-2.02	Understands and applies knowledge of life cycles of plants and animals.	S._K.03.03	Understands and applies knowledge of life cycles of plants and animals	Students will explain that plants and animals look similar to their parents.	How are baby animals like their parents? How is a young plant similar to parent plant(s)?	reproduce, produce young, give birth, characteristic, 181-190 life cycles*, hair*, height*, feathers*, alive*, 171-180 stem*, stage*, skin*, seeds*, stems, roots*, leaf*, mammal*, hatch*, grow*, reptile*, fish*, bird, amphibian*, body*, pine cone*,
LS.K-2.03	Understand and apply knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment.	S._K.03.02	Identify basic needs of plants and animals	Students will identify light, air, food/nutrients and water as basic needs of plants and animals.	What do plants and animals need from the environment to live?	181-190 vitamins*, sunlight*, stomach*, salt*, nutrients*, light*, grain*, energy*, drink*, herbivore*, carnivore*, omnivore*, water, alive*, 171-180 sun*, soil*, environment, leaf*, hibernate*, grow*, hatch*, liquid*, breathe*, air*, respire, life, resources
LS.K-2.05	Understands and applies knowledge of basic human body structures (human body parts and their functions)	S._K.03.01	Understands and applies knowledge of basic human body structures (human body parts and their functions).**	Students will identify the five senses (hearing, touch, taste, smell, and sight), and what they do.	How are the five senses different?	181-190 *hear, *taste, *sound, *sense, *smell, *see 171-180 *temperature, *skin,*protect, *cool, *hot, cold, touch, feel, sour, sweet, bitter, salty, loud, soft, sharp, dull, ear, tongue, skin, nose, eyes, young/parents, like, different
LS.K-2.06	Understand and apply knowledge of good healthy habits.	S._K.06.01	Understands and applies knowledge of good health habits.	Students will identify substances that can harm or benefit their bodies.	What substances are good for your body? What substances are not good for your body?	181-190 vitamin*, thermometer*, stomach*, scale*, mouth*, measure*, heart*, energy*, drink*, cavities*, bacteria*, absorb*, 171-180 temperature*, skin*, protect*, need*, grow*, breathe*, body* substance*, harm* benefit*, help*, health*, healthy*
No ICC Match						
	none	S._K.05.01	Knows that people are more likely to believe your ideas if you can give reasons for them. (AAAS)	Students will practice describing their observations accurately, and telling 'why' they think as they do.	Why is it important to give reasons when you share your scientific ideas?	181-190 observe*, see*, sense*, record*, reason*, question*, observation*, measure*, graph*, chart*, concluded, 171-180 to find out*, to compare*, to cause*, variable*, communicate, share, explain, describe, accurate. 220-211 201-210 191-200

ICC CODE	IOWA CORE ESSENTIAL SKILLS	MISIC CODE	BENCHMARK	DESCRIPTOR	ESSENTIAL QUESTIONS	VOCABULARY
Behavioral Sciences						
SS_K-02.BS.01	Understand the changing nature of society.	SS_K-02.01.01	Demonstrate and describe similarities and differences in the way people live and work together in a community.	Community roles; Explain how communities change over time; Communities are different locally, nationally, and around the world; Individuals must work as a group for community to succeed; Describe how people change and societies change due to a variety of factors (i.e., environment, economy, technology);	How are the communities we belong to the same and different? Why do communities change over time? How do communities change over time?	Community, Society, Change
SS_K-02.BS0.02	Understand the changing nature of society.	SS_K-02.01.03	Distinguish ways that the physical environment and social conditions affect people within a culture.	Explain why cultures and people are always changing; Geography, economic and extended family are factors which may affect where people choose to live and work;	How is culture expressed within families and communities? How does where I live influence how I live?	Culture, Social conditions, Environmental conditions
SS_K-02.BS0.03	Understand the changing nature of society.	SS_K-02.04.04	Explain how, as the world changes, people also change.	Describe why as Society and the world are constantly changing, people constantly change too; Identify and describe people who make up their family and community and how they change over time	How do individuals contribute to the changes in society and the world? What makes up a family? What makes up a community?	Change, World
SS_K-02.BS0.04	Understand the changing nature of society.	SS_K-02.08.01	Identify and describe examples in which science and technology have influenced cultures (i.e., technological advances in society).	Community roles; Communities change over time; Compare and contrast communities locally, nationally, and around the world; Individuals must work as a group for community to succeed; People change and societies change due to a variety of factors (i.e., environment, economy, technology);	Is new technology better than that which it will replace? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village?	Science, Technology, Community, Change, Values, Beliefs,
SS_K-02.BS.02	Understand all people have individual traits.	SS_K-02.04.02	Demonstrate respect for self and others.	Identify and understand various individual traits; Traits combine to form an individual's personality; Identify individuals who have various interests, challenges, talents and community roles;	What makes people unique? How do individual traits and talents contribute to a community?	Traits, Personality, Roles, Unique
SS_K-02.BS.03	Understand interactions between self and the peer group.	SS_K-02.04.01	Define their role within any given group or community.	Society consists of individuals who form groups; People have a responsibility to their group; A peer group is made up of those persons with whom a person lives, works, or plays; An individual's actions affect a group; Give examples of how working collectively could be more important than working individually;	What is a peer group? How can an individual affect a group? How do individual ways to think and learn help build a community (learning styles, teamwork, rules in a group, interactions and roles within groups)	Society, Peer group, Role
SS_K-02.BS0.04	Understand interactions between self and the peer group	SS_K-02.05.01	Investigate how the groups to which a person belongs influence how he or she thinks or acts (i.e., family, friends, team, community).	Society consists of individuals who form groups; People have a responsibility to their group; A peer group is made up of those persons with whom a person lives, works, or plays; An individual's actions affect a group; Give examples of how working collectively is more important than working individually;	What are some of the rights and responsibilities of individuals in a group? What is society? What is a peer group?	Group, Society, Peer group, Working Collectively, Working individually
SS_K-02.BS0.05	Understand interactions between self and the peer group.	SS_K-02.05.03	Define responsibilities of an individual within a group (i.e., social groups, peer groups, school classes).	Society consists of individuals who form groups; People have a responsibility to their group; A peer group is made up of those persons with whom a person lives, works, or plays; An individual's actions affect a group; Give examples of how working collectively is more important than working individually;	What are some of the rights and responsibilities of individuals in a group?	Responsibility, Social group, Peer group, Society, Working collectively, Working individually
SS_K-02.BS.04	Understand the relationship of the individual to the components of society and culture.	SS_K-02.01.02	Identify traditions, customs and celebrations unique to a culture.	Explore holidays and celebrations around the world; Traditions in different cultures; Families, neighborhoods, and communities vary both locally and around the world; Investigate how families, neighborhoods, and communities have specific characteristics; Explain why perspective influences the choices people make.	How and why do we celebrate holidays? What are some traditions that are in our culture and other cultures? How are individuals, families, and groups unique and similar? What are some important events and stages in our own and others lives?	Community, Society, Traditions, Cultures, Neighborhoods
SS_K-02.BS0.05	Understand the relationship of the individual to the components of society and culture.	SS_K-02.04.03	Identify and describe ways family, groups and community influence the individual's daily life and personal choices.	Compare how families, neighborhood, and communities vary locally and around the world; Identify specific characteristics of various families, neighborhoods, and communities; Describe how an individual makes choices based on individual, neighborhood, and community perspectives;	How are families, neighborhoods, and communities the same? How are they different? How do neighborhoods, communities, and families affect the choices that individuals make?	Personal choices, Individual, Family, Characteristics, Neighborhood, Community
SS_K-02.BS0.06	Understand the relationship of the individual to the components of society and culture.	SS_K-02.05.02	Understands that people are alike in many ways and different in many ways.	Holidays and celebrations around the world; Traditions in different cultures; Compare how families neighborhoods, and communities vary both locally and around the world; Identify specific characteristics of various families, neighborhoods, and communities; How individuals make choices based on different perspectives.	How and why do we celebrate holidays? How are we the same? How are we different? How does our perspective affect the choices that we make?	Holidays, Celebrations, Traditions, Family, Neighborhood, Community, Local, World, Perspective
Economics						
SS_K-02.E.01	Understand the role of scarcity and economic trade-offs and how economic conditions impact peoples' lives.	SS_K-02.07.04	Explain why consumers must make choices based on their resources.	Identify and describe types of resources and that they are limited; Identify the economic trade-offs that individuals and households weigh when making decisions involving the use of limited resources	How do people use resources in their environment to meet their needs and concerns (shelter, food, water, and energy)? What is the difference between needs and wants? What impact does scarcity have on the consumption of goods and services?	Choice, Consumer, Resources, Economic trade-off, Decision, Limited resource, Needs and wants, Scarcity, Consumption, Goods and services
SS_K-02.E.02	Understand that the basic nature of economics is an exchange of resources.	SS_K-02.07.06	Understand that economics is the exchange of resources.	Understand that fulfilling needs and wants requires economic resources; Describe how people exchange money for the resources they need; Explain why an individual may in some situations exchange goods for other goods rather than exchanging money for goods	Why do we work? Why do we have money? How do we get the goods and services we need?	Economics, Exchange, Resources, Needs and wants, Money, Work, Money, Goods and services
SS_K-02.E.03	Understand how governments throughout the world influence economic behaviors.	SS_K-02.07.01	Know government regulates economic processes.	Explore how government provides relief in emergencies; Describe the purpose of taxes and ways taxes are used	What goods and services should the government provide? Who should pay for them? Who should benefit from them? Who should decide?	Good and Services, Regulation, Relief, Tax, Benefit
SS_K-02.E.04	Understand people and all parts of the world trade with one another.	SS_K-02.07.03	Identify producers and consumers in the community, across the nation and around the world.	Understand why industries which produce goods and services vary from place to place; Explain how and why people trade with others in various places for many reasons, including a lack of local resources and price differences; Explain how goods are transported locally, regionally, nationally and globally	Who should produce goods and services? What impact does scarcity have on the production, distribution, and consumption of goods and services? How does something acquire value? How much should it cost? Who decides? How are goods and services transported?	Producers and consumers, Industry, Goods and Services, Trade, Local resources, Price differences, Local, Region, National, Global, Scarcity, Production, Distribution, Consumption, Value
SS_K-02.E.05	Understand that changes in technology impact individuals, the economy and society.	SS_K-02.07.05	Understand how technology influences individuals and groups of people.	Understand the concept of technology as the tools that we create and use to fulfill our needs and wants; Identify the technology individuals use in their daily lives; Explore how technology impacts the economy and society	Is new technology always better than that which it will replace? How does technology affect our daily lives? How can we manage technology so that the greatest number of people benefit from it?	Technology, Needs and wants, Impact
SS_K-02.E0.06	Understand that changes in technology impact individuals, the economy and society.	SS_K-02.08.01	Identify and describe examples in which science and technology have influenced cultures (i.e., technological advances in society).	Understand the concept of technology as the tools that we create and use to fulfill our needs and wants; Identify the technology individuals use in their daily lives; Explore how technology impacts the economy and society;	How can we manage technology so that the greatest number of people benefit from it? How does technology impact our daily lives?	Economy, Society,
SS_K-02.E0.07	Understand that changes in technology impact individuals, the economy and society.	SS_K-02.08.03	Identify and describe examples in which science and technology have led to changes in physical environment (i.e., technological advances in society).	Understand the concept of technology as the tools that we create and use to fulfill our needs and wants; Identify the technology individuals use in their daily lives; Explore how technology impacts the economy and society;	How does technology impact our physical environment?	Science, Technology, Physical environment, Needs and wants,
SS_K-02.E.06	Understand there universal economic concepts of needs and wants.	SS_K-02.07.02	Distinguish between needs and wants (i.e., both individual, group).	Define the concepts of wants and needs; Identify universal human needs; Explain how needs and wants impact the quality of an individual's life	What is the difference between needs and wants? How does the free market system affect my life? How does it affect my community?	Needs and wants, Free Market System, Quality of life
Geography						
SS_K-02.G.01	Understand the use of geographic tools to locate and analyze information about people, places, and environments.	SS_K-02.03.02	Understand and use a map/globe to interpret geographical features and locations (i.e., mountains, plateaus, islands and oceans).	Distinguish between the different types of maps; Label the parts of a map; Understand that a globe represents the world; Locate the United States and Iowa on a map;	What story do maps and globes tell? How can maps help us understand where we are in the world?	political map, physical map, regional map, world map, topographical map, climate map
SS_K-02.G.02	Understand how geographic and human characteristics create culture and define regions.	SS_K-02.03.01	Compare and contrast various regions of the United States.	Classify the various kinds of regions; Identify where Iowa is located; Compare and contrast Iowa's characteristics to other places in the United States and to other regions in the world;	What makes places unique and different?	Regions, Iowa, United States, World
SS_K-02.G.03	Understand how human factors and the distribution of resources affect the development of communities and movement of populations.	SS_K-02.03.04	Analyze the resources available to a culture.	Explain the reasons people choose for living where they do; Compare and contrast the differences between a neighborhood, town, city, state, and country;	How are neighborhoods, towns, cities, states, and countries the same? How are they different? How does the physical environment impact where people live and work?	Human factors, Distribution of resources, Movement of populations, Neighborhood, Town, City, State, Country, Physical environment
SS_K-02.G.04	Understand how geographic processes and human actions modify the environment and how the environment affects humans.	SS_K-02.03.03	Describe and predict how seasons, climate, and weather affect a culture.	The environment provides basic needs, such as air, water, food, and other natural resources. Explain how people interact with the environment and how those interactions have consequences; Explain how people care for the environment; Describe how weather impacts an environment;	How do people hurt the environment? How do they care for it? How do people use resources in their environment to meet their needs and concerns (shelter, water, food, energy)? How does climate effect the environment?	Predict, Weather, Basic needs, Environment, Climate, Resources, Geographic processes, Human actions
SS_K-02.G0.05	Understand how geographic processes and human actions modify the environment and how the environment affects humans.	SS_K-02.08.02	Understand the importance of taking care of the environment.	The environment provides basic needs, such as air, water, food, and other natural resources. Explain how people interact with the environment and how those interactions have consequences; Explain how people care for the environment; Describe how weather impacts an environment;	How do people hurt the environment? How do they take care of it?	Environment, Basic needs, Interaction, Weather
History						
SS_K-02.H.01	Understand people construct knowledge of the past from multiple and various types of sources.	SS_K-02.02.03	Use many sources and types of information to understand history and present day.	Read and interpret historical narratives - fiction and nonfiction; Study primary sources such as letters, newspapers, diaries, artifacts, video, and photographs; Create a narrative showing understanding of past events and topics;	What can we legitimately infer about the artifacts that we find? What should we do when primary sources do not agree?	Primary Source, Historical Narratives, Artifacts
SS_K-02.H0.02	Understand people construct knowledge of the past from multiple and various types of sources.	SS_K-02.02.05	Know that there are a variety of sources used to gain information (i.e., fiction, nonfiction, realistic fiction, web page, encyclopedia, photos, letters and textbooks).	Read and interpret historical narratives - fiction and nonfiction; Study primary sources such as letters, newspapers, diaries, artifacts, video, and photographs; Create a narrative showing understanding of past events and topics;	What can we legitimately infer about the artifacts that we find? What should we do when primary sources do not agree?	Sources, Fiction, Nonfiction, Primary Sources, Narrative
SS_K-02.H.02	Understand how and why people create and participate in governance.	SS_K-02.06.03	Explain the need for leadership roles and the purpose for rules in a given culture.	Explore change over time through the lens of evolving government services. Explore how government has reacted to problems in the past.	How has government responded to problems in the past? How have government services changed individual lives?	Change over time, Government services, Problems
SS_K-02.H.03	Understand culture and how cultural diffusion affects the development and maintenance of societies.	SS_K-02.02.04	Understand how culture provides the means for expressing individual and collective beliefs.	Culture plays a crucial role in the development of societies across time; Explore change over time (i.e., religious practices, literature, food, dance, music, and art); A society transmits culture across time through storytelling, songs, religious services, food, clothing, holiday customs, etc.; Compare and contrast the cultures of politically and economically dominant groups with the cultures of minority groups; Explain how has a society dealt with the influence of another society's culture;	Whose "story" (history) is it? How does the legacy of earlier groups and individuals influence subsequent generations? How am I connected to those in the past?	Culture, Beliefs, Society, Customs, Dominant Groups, Minority Groups,
SS_K-02.H0.04	Understand culture and how cultural diffusion affects the development and maintenance of societies.	SS_K-02.09.01	Explore ways that language, art, music, belief systems and other cultural elements may lead to global understanding or misunderstanding.	Culture plays a crucial role in the development of societies across time; Explore change over time (i.e., religious practices, literature, food, dance, music, and art); A society transmits culture across time through storytelling, songs, religious services, food, clothing, holiday customs, etc.; Compare and contrast the cultures of politically and economically dominant groups with the cultures of minority groups; How has a society dealt with the influence of another society's culture;	Who are the heroes and what do they reveal about a culture? Are modern civilizations more civilized than ancient ones? What are the similarities and differences of civilizations/cultures? How do the arts reflect and shape cultures? What can we learn about a culture through its art forms? What happens when cultures collide?	Cultural elements, Change over time, Symbols and icons.
SS_K-02.H.04	Understand individuals and groups within a society may promote change or the status quo.	SS_K-02.02.02	Understands the contributions and significance of historical figures and how they affected history.	Actions of a group or an individual can change the course of history; Identify individuals who affected history positively or negatively; Explain how actions and motivations have affected the development of an historical event;	How do patterns of cause/effect manifest themselves in the chronology of history? Who are the "heroes"? What do they reveal about culture?	Actions, Motivations, Relationship
SS_K-02.H.05	Understand economic needs and wants affect individual and group decisions.	SS_K-02.08.03	Identify and describe examples in which science and technology have led to changes in physical environment (i.e., technological advances in society).	View change over time in relation to major technological developments; Explore how the nature of work has changed over time;	What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?	Change, Technological developments, Work, Social change
SS_K-02.H.06	Understand relationships between geography and historical events.	SS_K-02.09.02	Explore causes, consequences and possible solutions to persistent global issues.	Explore the causes, consequences and solutions to how the environment has changed over time.	How do people hurt the environment? How do they help it? What are some persistent global issues?	Cause, consequence, Solution, Environment, Global issues
SS_K-02.H.07	Understand cause and effect relationships and other historical thinking and skills in order to interpret event and issues.	SS_K-02.02.01	Compare the relationship of past and present events and recognize examples of change.	Use writings, images, and artifacts to describe life in the past; Determine cause and effect in historical events; Experiences, beliefs, motives, traditions, hopes, and fears are different for people of various groups and backgrounds; Acquire information concerning a historical document, artifact, photo, or historical site; Brainstorm alternative proposals for dealing with historic problems and analyze the decisions;	Why is it important to use primary sources when studying history? How do we learn about the past? What would happen if history were altered?	Change, Artifacts, Traditions, Motives, Decisions
Political Science/Civic Literacy						
SS_K-02.PS.01	Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	SS_K-02.06.01	Examine the rights and responsibilities of the individual in relation to his or her social group.	Governments provide organizational structure; Provide examples of how people can contribute to decisions that affect the whole group; Understand that the Constitution provides rules and defines rights and responsibilities of US citizens; Explore ways people contribute to their communities;	What is civic participation and how can I be involved? How are governments created, structured, maintained, and changed? How do individuals participate in the democratic process? What is the purpose of the Constitution? What are the rights and responsibilities of U.S. citizens?	Government, Rights, Responsibilities, Individual, Social group, Organizational structure, Constitution, Rules, US citizen,
SS_K-02.PS0.02	Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	SS_K-02.06.03	Explain the need for leadership roles and the purpose for rules in a given culture.	Governments provide organizational structure; Provide examples of how people can contribute to decisions that affect the whole group; Understand that the Constitution provides rules and defines rights and responsibilities of US citizens; Explore ways people contribute to their communities;	What is the role of the citizen in the community, the nations, and as a member of the world community? What are the roles and responsibilities of government? What are inalienable rights? Why do we have rules and laws?	Leadership, Roles, Rules, Government, Organizational structure, Constitution, Rights, Responsibilities, US citizen, Community, Nation, World Community, Inalienable rights, Laws
SS_K-02.PS0.03	Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens.	SS_K-02.10.03	Identify and demonstrate an individual's rights and responsibilities at home, in school and in the community (i.e., distinguish between rules and laws).	Governments provide organizational structure; Provide examples of how people can contribute to decisions that affect the whole group; Understand that the Constitution provides rules and defines rights and responsibilities of US citizens; Explore ways people contribute to their communities;	What is the difference between rights and responsibilities? What is the balance between rights and responsibilities? Why do we have rules and laws? What would happen if we didn't?	Individual's rights, Responsibilities, Rules, Laws, Organizational structure, Constitution,
SS_K-02.PS.02	Understand how government affects citizens and how citizens affect government.	SS_K-02.06.02	Identify the title, name and role of local, state and national leaders (i.e., school principal, mayor, governor, and president).	Citizens may influence government through civic activities such as voting, petitioning, lobbying, and serving in public office; Free elections provide the means for citizens to participate in government; Explore ways government affects the lives of citizens; Analyze the election process and how it affects individual's lives.	What is power? Who holds it? What forms does it take? How is it gained, used, and justified? Who should governrule?	Local, State, National, Leader, Mayor, Governor, President, Citizen, Government, Voting, Petitioning, Lobbying, Public office, Election, Election process, Power
SS_K-02.PS0.03	Understand how government affects citizens and how citizens affect government.	SS_K-02.10.02	Demonstrate citizenship by following classroom and school rules, respecting the rights of self and others.	Citizens may influence government through civic activities such as voting, petitioning, lobbying, and serving in public office; Free elections provide the means for citizens to participate in government; Explore ways government affects the lives of citizens; Analyze the election process and how it affects individual's lives.	What is the role of the citizen in the community, the nation, and as a member of the world community?	Citizenship, Rules, Respect, Rights, Civic activities, Voting, Petitioning, Lobbying, Public office, Election process,
SS_K-02.PS.03	Understand the United States has a role in current world affairs.	SS_K-02.06.04	Explore ways the United States interacts with other nations in the world.	Explore ways the US interacts with other nations; Know examples of world conflict and/or cooperation;	What is the role of the citizen and nation as a member of the world community? What are some examples of conflicts between nations? How were they solved?	Nations, World, World conflict, Role, Citizen, World Community, Conflicts, Cooperation
NO ICC Alignment						
No ICC Alignment		SS_K-02.10.01	Identify key U.S. and state symbols.	American flag, American monuments, national bird, state flag, state bird, state flower,	What are our state and national symbols? What do they mean?	State symbols

MISIC CODE	BENCHMARK	DESCRIPTOR	RESOURCE	ICC CODE	IOWA CORE ESSENTIAL SKILLS
	Standard 1:	**Communicate and work productively with others…**			
ES._K-02.01.01	Work appropriately and productively with others.	Set goals. Demonstrate good listening skills. Share thoughts and ideas with others. Work positively and effectively with others. Exhibit appropriate behavior in various situations. Identify behaviors that cause conflict. Exhibit positive self-concept. Describe the concept of community. Respect others. Cooperate with others. Acknowledge own and other's good efforts.		CS._K-02.ES.01	Communicate and work appropriately with others to complete tasks.
ES._K-02.01.02	Use different perspectives to increase innovation and the quality of work.	Generate ideas with assistance. Is aware of others' feelings and opinions. Appropriately accept constructive feedback.		CS._K-02.ES.01	Communicate and work appropriately with others to complete tasks.
ES._K-02.01.03	Use all the appropriate principles of communication effectively.	Listen to others. Ask appropriate questions. Read, understand and create information in a variety of forms. Follow directions. Use technology to communicate. Use various channels of communication. Express ideas.		CS._K-02.ES.01	Communicate and work appropriately with others to complete tasks.
	Standard 2:	**Adapt to various roles and responsibilities…**			
ES._K-02.02.01	Adapt to varied roles, responsibilities and expectations.	Work independently. Work with others. Understand mistakes are not wrong/bad. Complete tasks and activities. Follow predetermined stages/steps needed to complete an activity or task. With teacher guidance, collaboratively generate strategies to improve an activity or task. Listen attentively. Respect others ideas. Accept and respect others.		CS._K-02.ES.02	Recognize different roles and responsibilities and is open to change.
ES._K-02.02.02	Work effectively in a climate of ambiguity and changing priorities.	Become aware that change occurs. Adapt to change with minimal guidance. Adjust to changes in structured environment. Understand pressure exists. Work toward conflict resolution.		CS._K-02.ES.02	Recognize different roles and responsibilities and is open to change.
ES._K-02.02.03	Demonstrate appropriate risk-taking.	Open to consider new ideas or alternative ways to complete tasks. Work to achieve goals. Understand the purpose of "what if" questions. Share ideas with an open mind. Support others' suggestions.		CS._K-02.ES.02	Recognize different roles and responsibilities and is open to change.
	Standard 3:	**Demonstrate leadership skills, integrity, ethical behavior, and social responsibility…**			
ES._K-02.03.01	Use interpersonal skills to influence and guide others toward a goal.	Compliment others' work. Initiate positive interactions with classmates. Identify the concept of goal. Use appropriate group communication skills. Listen to others. Accept constructive suggestions in a positive way.	EQ8	CS._K-02.ES.03	Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.
ES._K-02.03.02	Leverage the strengths of others to accomplish a common goal.	Communicate ideas and thoughts. Share tasks necessary to complete a group task. Understand others may have different ideas and opinions. Understand the concept of compromise.	EQ8	CS._K-02.ES.03	Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.
ES._K-02.03.03	Demonstrate integrity and ethical behavior.	Understand taking responsibility for own actions. Understand the importance of telling the truth. Understand the concepts of character and core values.	EQ8	CS._K-02.ES.03	Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.
ES._K-02.03.04	Demonstrate mental, physical, and emotional preparedness to accomplish the task.	Understand the concept of being organized. Stay on task until the task is completed.	EQ8	CS._K-02.ES.03	Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.
	Standard 4:	**Demonstrate initiative and self-direction…**			
ES._K-02.04.01	Perform work without oversight.	Ask questions to clarify and accomplish a task. Understand how to follow sequential steps to complete a task. Learn that incomplete work is not acceptable. Understand the importance of self-confidence. Identify resources and how to access them. Learn to formulate solutions. Understand the importance of commitment to self and group.		CS._K-02.ES.04	Develop initiative and demonstrate self-direction in activities.
ES._K-02.04.02	Use time efficiently to manage workload.	Follow logical steps. Follow a provided timeline. With guidance, prioritize steps in proper order.		CS._K-02.ES.04	Develop initiative and demonstrate self-direction in activities.
ES._K-02.04.03	Assess mastery of skills.	Identify the task. Become aware of skills needed to complete the task. Share knowledge.		CS._K-02.ES.04	Develop initiative and demonstrate self-direction in activities.
ES._K-02.04.04	Set and achieve high standards and goals.	Understand what a goal is. Articulate a personal goal. Engage in guided activities to improve skills that are relative to goals. Aware of the concept of core values. Determine rate of progress toward goals.		CS._K-02.ES.04	Develop initiative and demonstrate self-direction in activities.
ES._K-02.04.05	Engage in effective problem solving process.	Become aware of the connections between the classroom and the world around them. Become aware of resources and partners that may be useful in solving problems. Practice problem solving techniques. Generate potential solutions to the problem. Implement solution.		CS._K-02.ES.04	Develop initiative and demonstrate self-direction in activities.
	Standard 5:	**Demonstrate productivity and accountability…**			
ES._K-02.05.01	Deliver quality job performance on time.	Recognize quality work. Demonstrate a sense of timeliness. Stay on task until work is completed. Understand concept of ethical behavior in producing work.		CS._K-02.ES.05	Work productively and are accountable for their actions.
ES._K-02.05.02	Demonstrate accountability for individual performance.	Punctual in daily activities. Seek help only when appropriate. Stay on task when completing work. Correct errors when directed. Learn from mistakes. Understand concept of individual and group roles.		CS._K-02.ES.05	Work productively and are accountable for their actions.

MISIC CODE	BENCHMARK	DESCRIPTOR	RESOURCE	ICC CODE	IOWA CORE ESSENTIAL SKILLS
	Standard 1:	**Demonstrate financial responsibility and planning skills…**			
FL._K-02.01.01	Develop short- and long-term financial goals.	Define goals. Identify a personal goal. Identify a group/team goal.	FQ8	CS._K-02.FL.01	Demonstrate the ability to set goals based on wants and needs.
FL._K-02.01.02	Understand needs versus wants.	Define wants and needs. Know the importance of needs and wants.	FQ8	CS._K-02.FL.01	Demonstrate the ability to set goals based on wants and needs.
	Standard 2:	**Manage money effectively by developing spending plans and selecting appropriate financial instruments…**			
FL._K-02.02.01	Develop a realistic spending plan for financial independence.	Describe the exchange of goods and services as part of the monetary system. Identify the outcome of spending money.		CS._K-02.FL.02	Identify monetary resources and distribution options for those resources.
FL._K-02.02.02	Understand various sources of compensation.	Recognize sources of income for children such as allowances and gifts.		CS._K-02.FL.02	Identify monetary resources and distribution options for those resources.
FL._K-02.02.03	Understand the distribution of resources.	Explain spending versus savings. Recognize that items cost money.		CS._K-02.FL.02	Identify monetary resources and distribution options for those resources.
FL._K-02.02.04	Understand financial instruments.	Distinguish different types of money (bills, coins). Identify the values of each type of money.		CS._K-02.FL.02	Identify monetary resources and distribution options for those resources.
	Standard 3:	**Make informed and responsible decisions about incurring and repaying debt…**			
FL._K-02.03.01	Identify responsible credit management.	Discuss the meaning of credit.		CS._K-02.FL.03	Demonstrate an understanding of the concept of credit.
FL._K-02.03.02	Understand different types of debt.	Recognize the concept of the money behind the credit.		CS._K-02.FL.03	Demonstrate an understanding of the concept of credit.
FL._K-02.03.03	Understand rights and responsibilities as borrowers.	Explain that a borrowed item needs to be returned. Demonstrate that if loaned, an item should be returned.		CS._K-02.FL.03	Demonstrate an understanding of the concept of credit.
	Standard 4:	**Evaluate and identify appropriate risk management options…**			
FL._K-02.04.01	Establish strategies for protection of identity.	Describe what an identity is. Recognize that everyone has an identity.		CS._K-02.FL.04	Develop awareness that each person has an identity.
FL._K-02.04.02	Recognize different types of insurance.	Recognize ways people can lose possessions. Demonstrate ways to protect possessions. Recognize the consequences of loss.		CS._K-02.FL.04	Develop awareness that each person has an identity.
FL._K-02.04.03	Recognize different types of non-insurance protection.	Explain how written notes, emails, or phone calls between school and home can help prevent misinformation. Recognize the role of adults in providing safety.		CS._K-02.FL.04	Develop awareness that each person has an identity.
	Standard 5:	**Assess the value, features, and planning processes associated with savings, investing, and asset building…**			
FL._K-02.05.01	Recognize investment options.	Identify the value of saving.		CS._K-02.FL.05	Recognize various ways to save and the reasons individuals decide to save.
FL._K-02.05.02	Distinguish investment options.	Explain the difference between a piggy bank and financial institutions.		CS._K-02.FL.05	Recognize various ways to save and the reasons individuals decide to save.
FL._K-02.05.03	Understand the relationship between investment risk and return.	Explain that something loaned may or may not be returned.		CS._K-02.FL.05	Recognize various ways to save and the reasons individuals decide to save.
	Standard 6:	**Understand human, cultural, and societal issues related to financial literacy…**			
FL._K-02.06.01	Recognize the local, state, national, and international impact of personal financial habits and actions.	Recognize that the Internet connects people around the world. Recognize that people come from various cultures, backgrounds, and home situations.		CS._K-02.FL.06	Distinguish between appropriate spending choices.
FL._K-02.06.02	Demonstrate responsible financial behaviors, at the personal, local, state, national, and international levels.	Recognize that individuals have choices in spending and saving. Explain that there are appropriate behaviors and expectations for different settings.		CS._K-02.FL.06	Distinguish between appropriate spending choices.

MISIC CODE	BENCHMARK	DESCRIPTOR	RESOURCE	ICC CODE	IOWA CORE ESSENTIAL SKILLS
	Standard 1:	**Demonstrate functional health literacy skills…**			
HL._K-02.01.01	Know and use concepts related to health promotion and disease prevention.	Identify ways to be healthy. Recognize multiple dimensions of wellness. Describe how physical, emotional, social, and environmental factors influence personal health. Identify ways to prevent illness and injury. Know when and how to ask for help with health care. Identify the impact of personal health behaviors on the functioning of body systems. Recognize that personal health behaviors influence an individual's well being. List preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.	HQ3	CS._K-02.HL.01	Understand and use basic health concepts to enhance personal, family, and community health.
HL._K-02.01.02	Analyze influencing factors on health enhancing behaviors.	Identify positive and negative effects of media and technology upon health practices and choices.	HQ3	CS._K-02.HL.01	Understand and use basic health concepts to enhance personal, family, and community health.
	Standard 2:	**Synthesize interactive literacy and social skills…**			
HL._K-02.02.01	Demonstrate social and communication skills to enhance health and increase safety.	Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately. Choose effective conflict management strategies. Show how to ask for help. Identify ways to communicate care, consideration, empathy and respect for self and others.		CS._K-02.HL.02	Understand and use interactive literacy and social skills to enhance personal, family, and community health.
HL._K-02.02.02	Advocate for personal, family and community health.	Identify personal health needs. Articulate ways to influence and support others to make positive health choices. Identify ways to improve family and community health. Recognize mean and violent acts and demonstrate appropriate responses.		CS._K-02.HL.02	Understand and use interactive literacy and social skills to enhance personal, family, and community health.
	Standard 3:	**Apply critical literacy/thinking skills…**			
HL._K-02.03.01	Demonstrate decision-making skills.	Understand the interrelationships between decisions, choices and consequences. Recognize the effectiveness of health-related decisions. Recognize the need to ask for assistance when making health-related decisions. Identify that health related decisions have an impact on individual, family, community, and environment.		CS._K-02.HL.03	Recognize critical literacy/thinking skills related to personal, family and community wellness.
HL._K-02.03.02	Demonstrate goal-setting skills.	Set personal goals.		CS._K-02.HL.03	Recognize critical literacy/thinking skills related to personal, family and community wellness.
	Standard 4:	**Use media literacy skills to analyze media…**			
HL._K-02.04.01	Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.	Identify negative and positive health practices. Describe how culture influences personal health choices. Identify trusted adults/professionals who can help.		CS._K-02.HL.04	Identify influences that affect personal health and the health of others.
HL._K-02.04.02	Access valid information, products and services.	Select appropriate products for minor injuries or illnesses.		CS._K-02.HL.04	Identify influences that affect personal health and the health of others.
	Standard 5:	**Demonstrate behaviors that foster healthy, active lifestyles…**			
HL._K-02.05.01	Achieve and maintain health-enhancing level of physical activity.	Practice fitness skills. Practice basic health enhancing physical behaviors.		CS._K-02.HL.05	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.
HL._K-02.05.02	Practice preventive health behaviors.	Identify stress and stress relievers. Identify risk behaviors and practice healthy choices. Identify healthy foods. Identify behaviors that contribute to total wellness for individuals, families and communities.		CS._K-02.HL.05	Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.

MISIC CODE	BENCHMARK	DESCRIPTOR	RESOURCE	ICC CODE	IOWA CORE ESSENTIAL SKILLS
	Standard 1:	**Demonstrate creative thinking…**			
TL._K-02.01.01	Apply existing knowledge to generate new ideas, products, or processes.	Use a variety of digital tools and media-rich resources to create projects.		CS._K-02.TL.01	Use technology to create projects, identify patterns, and make predictions.
TL._K-02.01.02	Create original work as a means of personal or group expression.	Use technology to illustrate and communicate original ideas related to curriculum content. Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication, and/or performance.		CS._K-02.TL.01	Use technology to create projects, identify patterns, and make predictions.
TL._K-02.01.03	Use technology resources to gather and depict data, recognize trends, and project outcomes.	Use technology resources to identify problems, help recognize and describe patterns, make predictions, and/or propose solutions.		CS._K-02.TL.01	Use technology to create projects, identify patterns, and make predictions.
	Standard 2:	**Use digital media and environments to communicate and work collaboratively…**			
TL._K-02.02.01	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.		CS._K-02.TL.02	Use a variety of technology tools and media-rich resources to work collaboratively with others.
TL._K-02.02.02	Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	Use technology resources for communicating and sharing ideas with others.		CS._K-02.TL.02	Use a variety of technology tools and media-rich resources to work collaboratively with others.
TL._K-02.02.03	Develop cultural understanding and global awareness by engaging with learners of other cultures.	Participate in learning activities with or about learners from other countries and/or cultures.		CS._K-02.TL.02	Use a variety of technology tools and media-rich resources to work collaboratively with others.
	Standard 3:	**Apply digital tools to gather, evaluate, and use information…**			
TL._K-02.03.01	Follow a plan of action to guide inquiry by using predetermined digital resources.	Follow a process which establishes criteria for selecting digital tools and resources to use for in-depth investigation of a real-world task and justify the selection based on efficiency and effectiveness.	TQ8	CS._K-02.TL.03	Utilize predetermined digital resources and tools to answer questions or solve problems.
TL._K-02.03.02	Locate and organize information from a variety of sources and media.	Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in content learning.	TQ8	CS._K-02.TL.03	Utilize predetermined digital resources and tools to answer questions or solve problems.
TL._K-02.03.03	Review provided resources, explain why they are or are not useful, and use information appropriately.	Access information efficiently and effectively, evaluate information critically and competently, and use digital information and tools accurately and creatively for the issue or problem at hand.	TQ8	CS._K-02.TL.03	Utilize predetermined digital resources and tools to answer questions or solve problems.
TL._K-02.03.04	Process data and report results.	Identify, read, and report data from charts, graphs, and other sources.	TQ8	CS._K-02.TL.03	Utilize predetermined digital resources and tools to answer questions or solve problems.
	Standard 4:	**Demonstrate critical thinking skills…**			
TL._K-02.04.01	Use a variety of technology resources to explore questions or problems.	Identify global issues and analyze capabilities and limitations of current and emerging technology resources in order to develop and refine investigatible questions.		CS._K-02.TL.04	Use technological resources to investigate given questions or problems.
TL._K-02.04.02	Use technology to decide what information to locate and how to use that information to complete a project.	Effectively use multiple technological resources to develop a systematic plan for conducting research. Develop possible solutions or a complete product to demonstrate knowledge and skills.		CS._K-02.TL.04	Use technological resources to investigate given questions or problems.
TL._K-02.04.03	Collect and explain data to identify commonalities or solutions to problems.	Use technology to gather, analyze, and assess data and its effectiveness to design, develop, and test possible solutions that assist students in making decisions.		CS._K-02.TL.04	Use technological resources to investigate given questions or problems.
TL._K-02.04.04	Explore the different ways that problems may be solved.	Analyze and evaluate information from a variety of perspectives and resources in order to assess multiple solutions and investigate them from differing viewpoints.		CS._K-02.TL.04	Use technological resources to investigate given questions or problems.
	Standard 5:	**Understand human, cultural, and societal issues related to technology…**			
TL._K-02.05.01	Advocate and practice safe, legal, and responsible use of information and technology at an age-appropriate level.	Understand that stealing information and things others have created is the same as stealing tangible items. Be aware of why it is unsafe for students to provide others with information about themselves. Demonstrate awareness of the importance of communicating with adults about things that might concern them.		CS._K-02.TL.05	Understand and practice appropriate and safe uses of technology.
TL._K-02.05.02	Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	Understand why technology is useful in helping them complete a task.		CS._K-02.TL.05	Understand and practice appropriate and safe uses of technology.
TL._K-02.05.03	Demonstrate personal responsibility for lifelong learning.	Use technology to explore personal interests. Demonstrate to others how to use technology tools in ways that assist, rather than prevent, others from learning.		CS._K-02.TL.05	Understand and practice appropriate and safe uses of technology.
	Standard 6:	**Demonstrate a sound understanding of technology concepts…**			
TL._K-02.06.01	Select and use applications effectively and productively.	Choose the most appropriate technology tool for a given task.		CS._K-02.TL.06	Understand basic technology hardware and software and their application.
TL._K-02.06.02	Troubleshoot systems and applications.	Demonstrate a basic knowledge of how technology is supposed to function and know when it is not working properly. Know when to seek adult assistance for technology problems.		CS._K-02.TL.06	Understand basic technology hardware and software and their application.
TL._K-02.06.03	Transfer current knowledge to learning of new technologies.	Explore new technologies using existing skills and knowledge.		CS._K-02.TL.06	Understand basic technology hardware and software and their application.

ICC CODE	IOWA CORE ESSENTIAL SKILLS
Science as Inquiry	
Asks questions about objects, organisms and events in the environment. (IN.K-2.01)	
S._K.01.01	Asks questions about objects, organisms, and events in the environment.**
Plan and conduct simple investigations. (IN.K-2.02)	
S._K.01.02	Plans and conducts simple investigations. **
Use tools to gather data and extend the senses. (IN.K-2.03)	
S._K.01.03	Uses tools to gather data and extend the senses. **
Use mathematics in scientific inquiry. (IN.K-2.04)	
S._K.01.04	Uses mathematics in scientific inquiry. **
Use data to construct reasonable explanations (IN.K-2.05)	
S._K.01.05	Uses data to construct reasonable explanations. **
Communicate investigations and explanations. (IN.K-2.06)	
S._K.01.06	Communicates investigations and explanations. **
Follow appropriate safety procedures when conducting investigations. (IN.K-2.07)	
S._K.01.07	Follows appropriate safety procedures when conducting investigations. **
Earth and Space	
Understand and apply knowledge of observable information about daily and seasonal weather conditions. (ES.K-2.02)	
S._K.02.02	Understand and applies knowledge of observable information about daily and seasonal weather conditions.**
Understand and apply knowledge of events that have repeating patterns. (ES.K-2.03)	
S._K.02.01	Understands and applies knowledge that Earth's events have repeating patterns.
Physical Science	
Understands and applies knowledge of observable and measurable properties of objects. (PS.K-2.01)	
S._K.04.01	Classifies objects according to observable physical properties.
Understands and applies knowledge of the positions and motions of objects. (PS.K-2.03)	
S._K.04.02	Understand and apply knowledge of positions and motions of objects.
Life Science	
Understands and applies knowledge of life cycles of plants and animals. (LS.K-2.02)	
S._K.03.03	Understands and applies knowledge of life cycles of plants and animals
Understand and apply knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment. (LS.K-2.03)	
S._K.03.02	Identify basic needs of plants and animals
Understands and applies knowledge of basic human body structures (human body parts and their functions) (LS.K-2.05)	
S._K.03.01	Understands and applies knowledge of basic human body structures (human body parts and their functions).**
Understand and apply knowledge of good healthy habits (LS.K-2.06)	
S._K.06.01	Understands and applies knowledge of good health habits.
No ICC Match	
S._K.05.01	Knows that people are more likely to believe your ideas if you can give reasons for them. (AAAS)

ICC CODE	IOWA CORE ESSENTIAL SKILLS
Behavioral Sciences	
SS_K-02.01.01	Understand the changing nature of society. (SS_K-02.B5.01)
SS_K-02.01.01	Demonstrate and describe characteristics of themselves. He say people live and work together in a community.
SS_K-02.01.03	Distinguish ways that the physical environment and social conditions affect people within a culture.
SS_K-02.04.04	Explain how, as the world changes, people also change.
SS_K-02.06.01	Identify and describe examples in which science and technology have influenced cultures (i.e., technological advances in society).
	Understand all people have individual traits. (SS_K-02.B6.02)
SS_K-02.04.02	Demonstrate respect for self and others.
	Understand interactions between self and the peer group. (SS_K-02.B9.03)
SS_K-02.04.01	Define their role within any given group or community.
SS_K-02.05.01	Investigate how the groups to which a person belongs influence the way he/she thinks or acts (i.e., family, friends, team, community).
SS_K-02.05.03	Define responsibilities of an individual within a group (i.e., social groups, peer groups, school classes).
	Understand the relationship of the individual to the components of society and culture. (SS_K-02.B5.04)
SS_K-02.01.02	Identify traditions, customs and celebrations unique to a culture.
SS_K-02.04.03	Identify and describe ways family, groups and community influence individual's daily life and personal choices.
SS_K-02.05.02	Understands that people are alike in many ways and different in many ways.
Economics	
	Understand the role of scarcity and economic trade-offs and how economic conditions impact peoples' lives. (SS_K-02.E.01)
SS_K-02.07.04	Explain why consumers must make choices based on their resources.
SS_K-02.07.06	Understand that the basic nature of economics is an exchange of resources. (SS_K-02.E.02)
SS_K-02.07.06	Understand that economics is the exchange of resources.
	Understand how governments throughout the world influence economic behaviors. (SS_K-02.E.03)
SS_K-02.07.01	Know government regulates economic processes.
	Understand people and all parts of the world trade with one another. (SS_K-02.E.04)
SS_K-02.07.03	Identify producers and consumers in community, across the nation and around the world.
	Understand that changes in technology impact individuals, the economy and society. (SS_K-02.E.05)
SS_K-02.07.05	Understand how technology influences individuals and groups of people.
SS_K-02.06.01	Identify and describe examples in which science and technology have influenced cultures (i.e., technological advances in society).
SS_K-02.08.03	Identify and describe examples, in which science and technology have influenced the physical environment (i.e., technological advances in society).
	Understand there universal economic concepts of needs and wants. (SS_K-02.E.06)
SS_K-02.07.02	Distinguish between needs and wants (i.e., both individual, group).
Geography	
	Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS_K-02.G.01)
SS_K-02.03.02	Understand and use a map/globe to locate and identify physical features and locations (i.e., mountains, plateaus, islands and oceans).
	Understand how geographic and human characteristics create culture and define regions. (SS_K-02.G.02)
SS_K-02.03.01	Compare and contrast various regions of the United States.
	Understand how human factors and the distribution of resources affect the development of communities and movement of populations. (SS_K-02.G.03)
SS_K-02.03.04	Analyze the resources available in a culture.
	Understand how geographic processes and human actions modify the environment and how the environment affects humans. (SS_K-02.G.04)
SS_K-02.03.03	Describe and predict how seasons, climate, and weather affect a culture.
SS_K-02.08.02	Understand the importance of taking care of the environment.
History	
	Understand people construct knowledge of the past using a variety of primitive types of sources. (SS_K-02.H.01)
SS_K-02.02.03	Use many sources and types of information to understand history and present day.
SS_K-02.05.05	Know that there are a variety of sources of information (i.e., fiction, nonfiction, realistic fiction, web sites, photographs, artifacts, letters and textbooks).
	Understand how and why people create and participate in governance. (SS_K-02.H.02)
SS_K-02.06.03	Explain the need for leadership roles and the purpose for rules in a given culture.
	Understand culture and how cultural diffusion effects the development and maintenance of societies. (SS_K-02.H.03)
SS_K-02.02.04	Understand how culture provides the means for expressing individual and collective beliefs.
SS_K-02.09.01	Explore ways that language, art, music, belief systems and other cultural traits can lead to a global understanding or misunderstanding.
	Understand individuals and groups within a society may promote change or the status quo. (SS_K-02.H.04)
SS_K-02.02.02	Understands the contributions and significance of historical figures and how they affected history.
	Understand economic needs and wants affect individual and group decisions. (SS_K-02.H.05)
SS_K-02.08.03	Identify and describe examples in which science and technology have led to changes in physical environment (i.e., technological advances in society).
	Understand relationships between geography and historical events. (SS_K-02.H.06)
SS_K-02.09.02	Explore causes, consequences and possible solutions to persistent global issues.
	Understand cause and effect relationships and other patterns of change in order to interpret events and issues. (SS_K-02.H.07)
SS_K-02.02.01	Compare the relationship of past and present events and recognize examples of change.
Political Science/Civic Literacy	
	Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens. (SS_K-02.PS.01)
SS_K-02.06.01	Examine the rights and responsibilities of the individual in relation to his or her social group.
SS_K-02.06.03	Explain the need for leadership roles and the purpose for rules in a given culture.
SS_K-02.10.03	Identify and demonstrate an individual's rights and responsibilities at home, in school and in the community (i.e., distinguish between rude and laws).
	Understand how government affects citizens and how citizens affect government. (SS_K-02.PS.02)
SS_K-02.06.02	Identify the title, name and role of local, state and national officials (i.e., mayor, school principal, mayor, governor, and president).
SS_K-02.10.02	Demonstrate citizenship by participating in classroom and school rules, respecting the rights of self and others.
	Understand the United States has a role in current world affairs. (SS_K-02.PS.03)
SS_K-02.06.04	Explore ways the United States interacts with other nations in the world.
NO ICC Alignment	
SS_K-02.10.01	Identify key U.S. and state symbols.

MISIC CODE	BENCHMARK
Employability -	
Communicate and work appropriately with others to complete tasks. (CS_.K-02.ES.01)	
ES_.K-02.01.01	Work appropriately and productively with others.
ES_.K-02.01.02	Use different perspectives to increase innovation and the quality of work.
ES_.K-02.01.03	Use all the appropriate principles of communication effectively.
Employability -	
Recognize different roles and responsibilities and is open to change. (CS_.K-02.ES.02)	
ES_.K-02.02.01	Adapt to varied roles, responsibilities and expectations.
ES_.K-02.02.02	Work effectively in a climate of ambiguity and changing priorities.
ES_.K-02.02.03	Demonstrate appropriate risk-taking.
Employability - Standard 3:	
Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility. (CS_.K-02.ES.03)	
ES_.K-02.03.01	Use interpersonal skills to influence and guide others toward a goal.
ES_.K-02.03.02	Leverage the strengths of others to accomplish a common goal.
ES_.K-02.03.03	Demonstrate integrity and ethical behavior.
ES_.K-02.03.04	Demonstrate mental, physical, and emotional preparedness to accomplish the task.
Employability -	
Develop initiative and demonstrate self-direction in activities. (CS_.K-02.ES.04)	
ES_.K-02.04.01	Perform work without oversight.
ES_.K-02.04.02	Use time efficiently to manage workload.
ES_.K-02.04.03	Assess mastery of skills.
ES_.K-02.04.04	Set and achieve high standards and goals.
ES_.K-02.04.05	Engage in effective problem solving process.
Employability -	
Work productively and are accountable for their actions. (CS_.K-02.ES.05)	
ES_.K-02.05.01	Deliver quality job performance on time.
ES_.K-02.05.02	Demonstrate accountability for individual performance.
Financial	**Standard 1:**
Demonstrate the ability to set goals based on wants and needs. (CS_.K-02.FL.01)	
FL_.K-02.01.01	Develop short- and long-term financial goals.
FL_.K-02.01.02	Understand needs versus wants.
	Standard 2:
Identify monetary resources and distribution options for those resources. (CS_.K-02.FL.02)	
FL_.K-02.02.01	Develop a realistic spending plan for financial independence.
FL_.K-02.02.02	Understand various sources of compensation.
FL_.K-02.02.03	Understand the distribution of resources.
FL_.K-02.02.04	Understand financial instruments.
	Standard 3:
Demonstrate an understanding of the concept of credit. (CS_.K-02.FL.03)	
FL_.K-02.03.01	Identify responsible credit management.
FL_.K-02.03.02	Understand different types of debt.
FL_.K-02.03.03	Understand rights and responsibilities as borrowers.
	Standard 4:
Develop awareness that each person has an identity. (CS_.K-02.FL.04)	
FL_.K-02.04.01	Establish strategies for protection of identity.
FL_.K-02.04.02	Recognize different types of insurance.
FL_.K-02.04.03	Recognize different types of non-insurance protection.
	Standard 5:
Recognize various ways to save and the reasons individuals decide to save. (CS_.K-02.FL.05)	
FL_.K-02.05.01	Recognize investment options.
FL_.K-02.05.02	Distinguish investment options.
FL_.K-02.05.03	Understand the relationship between investment risk and return.
	Standard 6:
Distinguish between appropriate spending choices. (CS_.K-02.FL.06)	
FL_.K-02.06.01	Recognize the local, state, national, and international impact of personal financial habits and actions.
FL_.K-02.06.02	Demonstrate responsible financial behaviors, at the personal, local, state, national, and international levels.
Health	**Standard 1:**
Understand and use basic health concepts to enhance personal, family, and community health. (CS_.K-02.HL.01)	
HL_.K-02.01.01	Know and use concepts related to health promotion and disease prevention.
HL_.K-02.01.02	Analyze influencing factors on health enhancing behaviors.
	Standard 2:
Understand and use interactive literacy and social skills to enhance personal, family, and community health. (CS_.K-02.HL.02)	
HL_.K-02.02.01	Demonstrate social and communication skills to enhance health and increase safety.
HL_.K-02.02.02	Advocate for personal, family and community health.
	Standard 3:
Recognize critical literacy/thinking skills related to personal, family and community wellness. (CS_.K-02.HL.03)	
HL_.K-02.03.01	Demonstrate decision-making skills.
HL_.K-02.03.02	Demonstrate goal-setting skills.
	Standard 4:
Identify influences that affect personal health and the health of others. (CS_.K-02.HL.04)	
HL_.K-02.04.01	Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
HL_.K-02.04.02	Access valid information, products and services.
	Standard 5:
Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society. (CS_.K-02.HL.05)	
HL_.K-02.05.01	Achieve and maintain health-enhancing level of physical activity.
HL_.K-02.05.02	Practice preventive health behaviors.
Technology	
Standard 1: Demonstrate creative thinking	
Use technology to create projects, identify patterns, and make predictions. (CS_.K-02.TL.01)	
TL_.K-02.01.01	Apply existing knowledge to generate new ideas, products, or processes.
TL_.K-02.01.02	Create original work as a means of personal or group expression.
TL_.K-02.01.03	Use technology resources to gather and depict data, recognize trends, and project outcomes.
Standard 2: Use digital media and environments to communicate	
Use a variety of technology tools and media-rich resources to work collaboratively with others. (CS_.K-02.TL.02)	
TL_.K-02.02.01	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
TL_.K-02.02.02	Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
TL_.K-02.02.03	Develop cultural understanding and global awareness by engaging with learners of other cultures.
Standard 3: Apply digital tools to gather, evaluate,	
Utilize predetermined digital resources and tools to answer questions or solve problems. (CS_.K-02.TL.03)	
TL_.K-02.03.01	Follow a plan of action to guide inquiry by using predetermined digital resources.
TL_.K-02.03.02	Locate and organize information from a variety of sources and media.
TL_.K-02.03.03	Review provided resources, explain why they are or are not useful, and use information appropriately.
TL_.K-02.03.04	Process data and report results.
Standard 4: Demonstrate critical thinking skills	
Use technological resources to investigate given questions or problems. (CS_.K-02.TL.04)	
TL_.K-02.04.01	Use a variety of technology resources to explore questions or problems.
TL_.K-02.04.02	Use technology to decide what information to locate and how to use that information to complete a project.
TL_.K-02.04.03	Collect and explain data to identify commonalities or solutions to problems.
TL_.K-02.04.04	Explore the different ways that problems may be solved.
	Standard 5:
Understand and practice appropriate and safe uses of technology. (CS_.K-02.TL.05)	
TL_.K-02.05.01	Advocate and practice safe, legal, and responsible use of information and technology at an age-appropriate level.
TL_.K-02.05.02	Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
TL_.K-02.05.03	Demonstrate personal responsibility for lifelong learning.
	Standard 6:
Understand basic technology hardware and software and their application. (CS_.K-02.TL.06)	
TL_.K-02.06.01	Select and use applications effectively and productively.
TL_.K-02.06.02	Troubleshoot systems and applications.
TL_.K-02.06.03	Transfer current knowledge to learning of new technologies.