

Kiwi Land - Learning Guide Standards

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| <p>Determine the meaning of general academic and domain-specific words and phrases in a text</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> | <p>CCSS.ELA-LITERACY.RI.5.4</p> <p>CCSS.ELA-Literacy.CCRA.SL.2.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> |
| <p>Elaborate on an imaginative idea.</p> | <p>VA:Cr1.1.3a</p> |
| <p>People should try to improve the quality of life in their schools, communities, states, and nation</p> | <p>II.B.1.2.b.</p> |
| <p>Synthesize and relate knowledge and personal experience to create art.</p> | <p>NCAS Connecting #10</p> |
| <p>Students advocate for behaviors that support personal, family, peer, school, and community health.</p> | <p>NHES 8</p> |
| <p>Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</p> <p>Plants (and animals) have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p> <p>Obtain and combine information to describe climates in different regions of the world.</p> | <p>NGSS LS2-7 Ecosystems: Interactions, Energy, and Dynamics.</p> <p>NGSS 4-LS1-1 From Molecules to Organisms: Structures and Processes</p> <p>NGSS 3-ESS2-2 Earth's Systems</p> |
| <p>Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.</p> <p>Make positive and constructive choices based on individual and social factors like personal and academic goals, ethical standards, safety concerns and social norms.</p> | <p>SEL 4 Social Awareness</p> <p>SEL 2 Responsible Decision Making</p> |