

The Skin We're In - Learn-Along Guide Standards

<p>Determine the meaning of general academic and domain-specific words and phrases in a text</p> <p>Read and comprehend informational texts, including history/social studies, science, and technical texts</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-LITERACY.RI.5.4</p> <p>CCSS.ELA-LITERACY.RI.5.10</p> <p>CCSS.ELA-Literacy.CCRA.SL.2.</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>All people have a right to equal opportunity in education, employment, housing, and to equal access to public facilities such as parks and playgrounds</p> <p>Everyone has the right to be treated equally in the eyes of the law</p>	<p>II.B.1.2.b.</p> <p>II.B.1.3.a.</p> <p>II.B.1.3.c.</p>
<p>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells</p> <p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p>	<p>NGSS 4-LS1-1</p> <p>NGSS MS-LS1-3</p> <p>NGSS MS-LS1-5</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>

Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

[SEL 3 Relationship Skills](#)

[SEL 4 Social Awareness](#)