

## RSU5 Cross-curricular Standards for Work and College Readiness<sup>1</sup> Grades K - 2

Identifier	Name	Description
<b>WCR.K2</b>	<b>Grades K-2</b>	<b>RSU5 Cross-curricular Standards K-2</b>
<b>WCR.K2.A</b>	<b>Self Management</b>	<b>Self Management RSU5 Page 16/11/14</b>
WCR.K2.A.1	Revise work for accuracy/quality	Learns what to do to improve schoolwork. Identifies learning strengths. (B)
WCR.K2.A.2	Learning Independence	Applies prior experiences and knowledge to new learning experiences. Identifies personal learning goals. (B)
WCR.K2.A.3	Complete tasks; Meet deadlines	Seeks help when necessary to complete work on time to expected levels. Understands criteria for quality work. Identifies the steps needed to independently complete a task on time. Seeks help to appropriately manage time and materials while completing a task. (B)
WCR.K2.A.4	Set Goals; Take actions	Sets Learning goals and applies strategies to meet them. (B)
WCR.K2.A.5	Take Responsibility for actions and behaviors	Takes responsibility for actions and behaviors. (D)
<b>WCR.K2.B</b>	<b>Interpersonal Skills</b>	<b>Interpersonal skills in classrooms and small groups.</b>
WCR.K2.B.3	Interpersonal skills in small groups	Assumes shared responsibility for accomplishing small group goals. Listens and contributes appropriately in a group situation. Listens and speaks in small groups/partner discussions. Seeks a fair share of the work assigned to small groups/partners. (D)
WCR.K2.B.4	Interpersonal skills in the classroom	Participates appropriately in classroom activities. Identifies and demonstrates key communication skills. Asks questions during class, and willingly answers the teacher's questions. Stays focused during whole class activities. Follows classroom and school rules and procedures. (A,D)
<b>WCR.K2.C</b>	<b>Reasoning/Problem Solving</b>	<b>Reasoning/Problem Solving</b>
WCR.K2.C.1	Identify Patterns → and Connections	Identifies patterns and connections in information, situations, and across disciplines. Conducts comparisons using specific criteria. (C,E)
WCR.K2.C.2	Use evidence and support for arguments and explanations	Constructs support and seeks evidence to defend arguments, explanations, and lines of reasoning. Generates questions from observations and evidence. Supports answers to questions with relevant facts and information. (A,E)
WCR.K2.C.3	Demonstrate a problem solving approach	Applies known processes to solve problems. (C,E)

<sup>1</sup> These standards reference the *Guiding Principles of the Maine Learning Results:*

A. Clear and Effective Communicator

B. Self-Directed and Lifelong Learner

C. Creative and Practical Problem Solver

D. Responsible and Involved Citizen

E. An Integrative and Informed Thinker

RSU 5 Curriculum Standards May 28, 2013

## RSU5 Cross-curricular Standards for Work and College Readiness Grades 3-5

<b>WCR.35</b>	<b>Grades 3-5</b>	<b>RSU5 Cross-curricular Standards Grades 3-5</b>
<b>WCR.35.A</b>	<b>Self Management</b>	<b>Self Management</b>
WCR.35.A.1	Revise work for accuracy/quality	Revises work for accuracy/quality. Self-assesses academic performance in literacy and mathematics against identified teacher/school learning targets. Identifies learning strengths and needs based on current performance. (B)
WCR.35.A.2	Learning Independence	Identifies action steps necessary to address learning needs. Applies prior experiences and knowledge to new learning experiences. Uses organizational tools and scaffolds to support new learning. (B)
WCR.35.A.3	Complete tasks; Meet deadlines	Organizes time and materials to meet deadlines and complete tasks to expected levels. Routinely applies criteria for quality work, uses time management strategies and tools to meet deadlines, and seeks support when necessary to complete work on time to expected levels. Creates and follows to-do lists. Independently completes multi-step tasks on time. (B)
WCR.35.A.4	Set Goals; Take actions	Sets Learning goals and applies strategies to meet them. (B)
WCR.35.A.5	Take Responsibility	Understands the importance of taking responsibility for actions and behaviors. (D)
<b>WCR.35.B</b>	<b>Interpersonal Skills</b>	<b>Interpersonal skills in classrooms and small groups.</b>
WCR.35.B.3	Interpersonal skills in small groups	Assumes shared responsibility for accomplishing small group goals. Listens and contributes appropriately in a group situation. Performs a role that furthers the group's work. Responds to and builds on the ideas and perspectives of others. (D)
WCR.35.B.4	Interpersonal skills in the classroom	Participates appropriately in classroom activities. Identifies and demonstrates key communication skills. Asks questions during class, and willingly answers the teacher's questions. Contributes accurate, relevant information to whole class conversations. Stays focused during whole class activities. Follows classroom and school rules and procedures. (A,D)
<b>WCR.35.C</b>	<b>Reasoning/Problem Solving</b>	<b>Reasoning/Problem Solving</b>
WCR.35.C.1	Identify Patterns and Connections	Identifies patterns and connections in information, situations, and across disciplines. Conducts comparisons using specific criteria. Identifies and explains conflicting perspectives. (C,E)
WCR.35.C.2	Use evidence and support for arguments and explanations	Constructs support and seeks evidence to defend arguments, explanations, and lines of reasoning. Generates questions from observations and evidence. Supports answers to questions with relevant facts and information. (A,E)
WCR.35.C.3	Demonstrate a problem solving approach	Selects and uses appropriate methods and processes to solve problems. Uses visual and linguistic scaffolds to identify elements of problems. (C,E)

## RSU5 Cross-curricular Standards for Work and College Readiness Grades 6-8

<b>WCR.78</b>	<b>Grades 6-8</b>	<b>RSU5 Cross-curricular Standards Grades 6-8</b>
<b>WCR.78.A</b>	<b>Self Management</b>	<b>Self Management</b>
WCR.78.A.1	Revise work for accuracy/quality	Revise work for accuracy/quality. Self-assesses academic performance against identified teacher/school learning targets. Identifies learning strengths and needs based on current performance. (B)
WCR.78.A.2	Learning Independence	Routinely identifies action steps necessary to address learning needs. Applies prior experiences and knowledge to new learning experiences. Intentionally selects visual and linguistic scaffolds to address learning needs. (B)
WCR.78.A.3	Complete tasks; Meet deadlines	Organizes time and materials to meet deadlines and complete tasks to expected levels. Routinely applies criteria for quality work, uses time management strategies and tools to meet deadlines, and seeks support when necessary to complete work on time to expected levels. Seeks support when necessary to complete work on time to the expected levels. (B)
WCR.78.A.4	Set Goals; Take actions	Sets work and college goals and applies strategies to meet them. Evaluates personal strengths, aspirations, interests and attributes. Explores requirements for success. Identifies high school courses of study consistent with personal strengths and interests. (B)
WCR.78.A.5	Take Responsibility	Understands the importance of taking responsibility for actions and behaviors. (D)
<b>WCR.78.B</b>	<b>Interpersonal Skills</b>	<b>Interpersonal Skills</b>
WCR.78.B.3	Interpersonal skills in small groups	Assumes shared responsibility for accomplishing small group goals. Listens and contributes appropriately in a group situation. Performs a role that furthers the group's work. Helps solve group problems and reconcile differences. Builds on the ideas, abilities and perspectives of others. (D)
WCR.78.B.4	Interpersonal skills in the classroom	Participates appropriately in classroom activities. Identifies and demonstrates key communication skills. Willingly answers the teacher's questions. Consistently offers ideas and questions that help clarify discussions. Contributes accurate, relevant information to whole class conversations. Stays focused during whole class activities. Follows classroom and school rules and procedures. (A,D)
<b>WCR.78.C</b>	<b>Reasoning/Problem Solving</b>	<b>Reasoning/Problem Solving</b>
WCR.78.C.1	Identify Patterns and Connections	Identifies patterns and connections in information, situations, and across disciplines. Conducts comparisons using specific criteria. Identifies and explains conflicting perspectives. Describes abstract concepts, patterns and connections. (C,E)
WCR.78.C.2	Use evidence and support for arguments and explanations	Constructs support and seeks evidence to defend arguments, explanations, and lines of reasoning, including: stating a clear position/thesis. Identifying relevant supporting evidence from diverse formats and media. Integrating supporting evidence into a logical agreement. (A,E)
WCR.78.C.3	Demonstrate a problem solving approach	Selects and uses appropriate methods and processes to solve problems. Uses visual scaffolds to identify the elements of closed and open-ended problems. Applies effective solution processes to closed and open-ended problems. Makes and tests hypotheses. (C,E)

## RSU5 Cross-curricular Standards for Work and College Readiness Grades 9 - 12

<b>WCR.912</b>	<b>Grades 9-12</b>	<b>RSU5 Graduation Standards Cross-curricular Grades 9-12</b>
<b>WCR.912.A</b>	<b>Self Management</b>	<b>Self Management</b>
WCR.912.A.1	Revise work for accuracy/quality	Consistently revises work for accuracy/quality. Self-assesses academic performance against identified learning targets. Identifies learning strengths and needs based on current performance. (B)
WCR.912.A.2	Learning Independence	Routinely identifies action steps necessary to address learning needs. Uses procedures and strategies across courses and in different learning situations. Uses resources and support to implement action steps. (B)
WCR.912.A.3	Complete tasks; Meet deadlines	Organizes time and materials to meet deadlines and complete tasks to expected levels. Routinely applies criteria for quality work. Uses time management strategies and tools to meet deadlines. Seeks support when necessary to complete work on time to expected levels. (B)
WCR.912.A.4	Set Goals; Take actions	Sets career and college goals and applies strategies to meet them. Evaluates personal strengths, aspirations, interests and attributes to identify long-term career and college options and goals. Researches requirements for success. Takes action to meet requirements for success. Applies college entrance and/or job-getting strategies. (B)
WCR.912.A.5	Take Responsibility	Takes responsibility for actions and behaviors. (D)
<b>WCR.912.B</b>	<b>Interpersonal Skills</b>	<b>Interpersonal skills in classrooms and small groups</b>
WCR.912.B.3	Interpersonal skills in small groups	Assumes shared responsibility for accomplishing small group goals. Listens and contributes appropriately in a group situation. Performs a role that furthers the group's work. Helps solve group problems and reconcile differences. Builds on the ideas, abilities and perspectives of others. (D)
WCR.912.B.4	Interpersonal skills in the classroom	Routinely: Participates appropriately in classroom activities. Identifies and demonstrates key communication skills. Asks questions during class, and willingly answers the teacher's questions. Consistently offers ideas and questions that help clarify discussions. Contributes accurate, relevant information to whole class conversations. Stays focused during whole class activities. Follows classroom and school rules and procedures. (A,D)
<b>WCR.912.C</b>	<b>Reasoning/Problem Solving</b>	<b>Reasoning/Problem Solving</b>
WCR.912.C.1	Identify Patterns and Connections	Routinely identifies patterns and connections in information, situations, and across disciplines. Conducts comparisons using specific criteria. Analyzes and explains conflicting perspectives. Applies patterns and principles across disciplines. (C,E)
WCR.912.C.2	Use evidence and support for arguments and explanations	Constructs support and provides evidence to defend arguments, explanations, and lines of reasoning, including: Identifying a valid thesis or position. Evaluating the relative strength of supporting evidence. Assessing credibility, accuracy and strength of the thesis. Integrating multiple sources of information presented in diverse formats and media to support arguments. (A,E)
WCR.912.C.3	Demonstrate a problem solving approach	Routinely uses appropriate methods and processes to solve problems, applying them with precision. Analyzes problems by identifying givens, constraints and relationships. Plans and monitors the effectiveness of solution pathways. Makes and tests inferences, hypotheses, and conjectures to draw conclusions. (C,E)