



Pre-K to First Grade Standards

The following science standards are covered during a visit to Austin Zoo when paired with a program.

Grade	Science Standards
Pre-Kindergarten	VI.B.1, VI.B.2, VI.B.3, VI.C.1, VI.C.4, VI.D.1
Kindergarten	<i>Process Standards</i> K.1. A, K.1.B, K.1.C, K.2.A, K.2.C, K.2.D, K.2.E, K.3.B, K.4.B <i>Readiness Standards</i> (4) Organisms and Environments K.9.A, K.10.A <i>Supporting Standards</i> K.9.B, K.10.B, K.10.C, K.10.D
First Grade	<i>Process Standards</i> 1.1.A, 1.1.B, 1.1.C, 1.2.A, 1.2.C, 1.2.D, 1.3.B, 1.4.A <i>Readiness Standards</i> (4) Organisms and Environments 1.9.C, 1.10.A <i>Supporting Standards</i> 1.9.A, 1.9.B, 1.10.B, 1.10.C, 1.10.D



Grade K-2 Social Emotional Learning Standards

For Austin Independent School District

Children will have the opportunity to practice these standards during their visit.

Goal	Objective A	Objective B	Objective C	Objective D
Goal I. Develop <u>self-awareness</u> skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems.	Identifies emotions related to situations / events (triggers)	Identifies likes dislikes, needs and wants	Explains situations in which one needs to seek help from an adult	Explains positive and negative consequences for one's choices and actions
Goal II. Develop and demonstrate <u>self-management</u> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success.	Demonstrates constructive ways to handle situations that cause upsetting emotions	Recognizes the importance of telling the truth	Celebrates accomplishments says and does nice things for self when a goal is reached	
Goal III. Develop <u>social awareness</u> skills needed to establish and maintain positive relationships.	Uses listening and attention skills to identify the feelings and perspectives of others	Effectively and appropriately communicates needs, wants, and ideas in a respectful manner	Describes the ways that people are similar and different	Demonstrates the ability to respect personal space Demonstrates turn-taking
Goal IV. Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships.	Pays attention to others when they are speaking Shares with others Says "please," "thank you," and "excuse me"	Identifies relationships one has with others	Appropriately asks for help when needed Demonstrates ability to state the problem	
Goal V. Demonstrate <u>decision making</u> skills problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts.	Identifies ways to respond to unfamiliar adults in different situations	Demonstrates social and classroom behavior	Expresses empathy commensurate with the situation	



Second to Fifth Grade Standards

The following science standards are covered during a visit to Austin Zoo when paired with a program.

Grade	Science Standards
Second Grade	<p><i>Process Standards:</i> 2.1.A, 2.1.B, 2.1.C, 2.2.A, 2.2.C, 2.2.D, 2.3.B, 2.4.A</p> <p><i>Readiness Standards</i> (4) Organisms and Environments 2.9.A, 2.9.C</p> <p><i>Supporting Standards:</i> 2.9.B, 2.10.A, 2.10.B, 2.10.C,</p>
Third Grade	<p><i>Process Standards:</i> 3.1.A, 3.1.B, 3.2.A, 3.2.D, 3.3.A, 3.3.D, 2.3.B, 3.4.A</p> <p><i>Readiness Standards</i> (4) Organisms and Environments: 3.9.A, 3.10.A</p> <p><i>Supporting Standards:</i> 3.9.B, 3.9.C, 2.10.A, 3.10.B, 3.10.C</p>
Fourth Grade	<p><i>Process Standards:</i> 4.1.A, 4.1.B, 4.2.A, 4.2.D, 4.3.A, 4.3.C, 4.3.D, 4.4.A</p> <p><i>Readiness Standards</i> (4) Organisms and Environments: 4.9.B, 4.10.A</p> <p><i>Supporting Standards:</i> 4.9.A, 4.10.B, 4.10.C</p>
Fifth Grade	<p><i>Process Standards:</i> 5.1.A, 5.1.B, 5.2.A, 5.2.D, 5.3.A, 5.3.C, 5.3.D, 5.4.A</p> <p><i>Readiness Standards</i> (4) Organisms and Environments: 5.9.A, 4.9.B, 5.10.A, 5.10.B</p> <p><i>Supporting Standards:</i> 5.9.C, 5.9.D, 5.10.C, 3.9.A, 3.10.C</p>



Grade 3 – 5 Social Emotional Learning Standards

For Austin Independent School District

Children will have the opportunity to practice these standards during their visit.

Goal	Objective A	Objective B	Objective C	Objective D
Goal I. Develop <u>self-awareness skills</u> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems.	Identifies own uncomfortable emotions and determines need for coping skills	Identifies and explores opportunities to develop skills and talents	Identifies family, peers, school, and community strengths and supports	Demonstrates responsible behaviors
Goal II. Develop and demonstrate <u>self-management</u> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success.	Uses "I-messages" to communicate one's own perspective	Assesses the potential consequences of dishonesty	Identifies careers that may allow one to fulfill goals or potential	
Goal III. Develop <u>social awareness</u> skills needed to establish and maintain positive relationships.	Defines perspective and point of view	Identifies and performs roles that contribute to one's school and community	Identifies similarities and differences among different social and cultural groups	Identifies ways that social cues may be different among various families and social groups
Goal IV. Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships.	Uses responsive listening skills	Identifies attributes of constructive relationships	Predicts how one's own behavior can affect others' emotions	
Goal V. Demonstrate <u>decision making</u> skills problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts.	Identifies social norms that affect decision making	Actively participates in group decision-making processes	Identifies a variety of decisions / problems that students have at school	



Sixth –Eighth Grade Standards

The following science standards are covered during a visit to Austin Zoo when paired with a program.

Grade	Science Standards
Sixth Grade	<i>Process Standards: 6.3.D</i> <i>Readiness Standards</i> (E) Organisms and Environments 6.12.C, 6.12.D, 6.12.E
Seventh Grade	<i>Process Standards: 7.3.D</i> <i>Readiness Standards</i> (E) Organisms and Environments: 7.10.A, 7.10.B, 7.11.B, 7.11.C, 7.12.C, 7.12.A, 7.12.F, 7.13.A, 7.13.B, 7.14.A
Eighth Grade	<i>Process Standards: 8.3.D</i> <i>Readiness Standards</i> (E) Organisms and Environments: 8.11.A, 8.11.B, 8.11.C



Grade 6-8 Social Emotional Learning Standards

For Austin Independent School District

Children will have the opportunity to practice these standards during their visit.

Goal	Objective A	Objective B	Objective C	Objective D
Goal I. Develop <u>self-awareness skills</u> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems.	Recognizes uncomfortable emotions as indicators of situations in need of attention	Explores possible career and volunteer opportunities based on one's identified interests and strengths	Evaluates the benefits of participation in extracurricular activities	Defines one's responsibility for the effects of safe, risky, and harmful behaviors
Goal II. Develop and demonstrate <u>self-management</u> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success.	Assesses possible consequences, both positive and negative, of expressing an emotion	Identifies personal characteristics and values	Sets a positive social interaction goal	
Goal III. Develop <u>social awareness</u> skills needed to establish and maintain positive relationships.	Demonstrates ability to listen responsively to different opinions	Works cooperatively with others to implement a strategy to address a need in the broader community	Analyzes how people of different groups can help one another and enjoy each other's company	Analyzes socially acceptable responses to various situations.
Goal IV. Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships.	Demonstrates an ability to be a team player in achieving group goals	Involves oneself in affirmative activities with his or her peer group	Identifies how all parties in conflict might get their needs met (win-win)	
Goal V. Demonstrate <u>decision making</u> skills problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts.	Evaluates how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions	Identifies and applies the steps of systematic decision-making	Evaluates strategies for resisting pressures to engage in unsafe or unethical activities	



High School Standards

The following science standards are covered during a visit to Austin Zoo when paired with a program.

Grade	Science Standards
Aquatic Science	3.E, 4.A, 6.A, 6.B, 7.A, 7.B, 8.B, 9.A, 9.B, 10.B, 10.C, 11.A, 12.A, 12.B, 12. E
Biology	3.D, 3.F, 4.B, 5.B, 6.A, 6.B, 7.A, 7.C, 7.D, 7.E, 8.A, 8.B, 8.C, 11.A, 11.B, 11.C, 11.D, 12.A, 12.B, 12.C, 12.D, 12. E, 12, F
Environmental Systems	3.D, 3.F, 4.A, 4.B, 4.D, 4.F, 4.G, 4.H, 5.A, 5.B, 5.C, 5.D, 5.E, 5.F, 7.A, 7.D, 8.A, 8.B, 8.C, 8.D, 8.E, 9.D, 9.E, 9.J, 9.K



Grades 9-12 Social Emotional Learning Standards For Austin Independent School District

Children will have the opportunity to practice these standards during their visit.

Goals	Objective A	Objective B	Objective C	Objective D
Goal I. Develop <u>self-awareness skills</u> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems.	GR 9-10 Identifies the event or thought that triggered an emotion GR 11-12 Describes how changing one's interpretation of an event can alter one's feelings about it	GR 9-10 Recognizes one's personal learning style and finds ways to employ it GR 11-12 Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly	GR 9-10 Identifies organizations in one's community that provide opportunities to develop interests or talents GR 11-12 Accesses community resources to help on achieve goals	GR 9-10 Describes how taking personal responsibility can lead to success GR 11-12 Identifies one's role(s) in improving the community
Goal II. Develop and demonstrate <u>self-management skills</u> and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success.	GR 9-10 Evaluates the role that attitude plays in success GR 11-12 Reframes one's viewpoint	GR 9-10 Analyzes one's own behavior to determine whether or not one is being true to one's values GR 11-12 Applies honesty and personal integrity to one's actions	GR 9-10 Identifies outside resources that can help in achieving a goal GR 11-12 Demonstrates an understanding that goal setting promotes life-long success	
Goal III. Develop <u>social awareness skills</u> needed to establish and maintain positive relationships.	GR 9-10 Demonstrates ability to listen responsively to different opinions GR 11-12 Expresses empathy towards others	GR 9-10 Works cooperatively with others to implement a strategy to address a need in the broader community GR 11-12 Analyzes one's responsibilities as an involved citizen of a democratic society	GR 9-10 Demonstrates respect for individuals from different social and cultural groups GR 11-12 Assesses the value of advocating for the rights of others	GR 9-10 Reads social cues and predicts the impact of reactions to those cues GR 11-12 Reads social cues accurately and responds in socially acceptable ways



<p>Goal IV. Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships.</p>	<p>GR 9-10 Demonstrates collaboration strategies to move group efforts forward GR 11-12 Uses assertive communication to get needs met without negatively impacting others</p>	<p>GR 9-10 Identifies the qualities and benefits of someone who is or might be a mentor GR 11-12 Independently seeks out relationships that support one's development through life</p>	<p>GR 9-10 Analyzes how responsive listening helps in preventing and resolving conflicts GR 11-12 Demonstrates an ability to co-exist civilly in the face of unresolved conflict</p>	
<p>Goal V. Demonstrate <u>decision making</u> skills problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts.</p>	<p>GR 9-10 Demonstrates ability to consider personal responsibility in making ethical decisions GR 11-12 Applies ethical reasoning to evaluate societal practices</p>	<p>GR 9-10 Regularly utilizes the steps of systematic decision-making GR 11-12 Applies effective decision making skills to foster responsible social and work relations and to make healthy choices throughout one's life</p>	<p>GR 9-10 Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions GR 11-12 Applies problem solving and decision making skills in one's daily life</p>	