



The LifeSmarts program content is aligned with the Common core State Standards Initiative (CCSSI). The Common Core Language Arts Standards places renewed emphasis on academic/content vocabulary and the interpretation and evaluation of non-fiction text.

According to the common Core State Standard Initiative, “key shifts” are required to implement the Language Arts Standards. These shifts include:

- Regular practice with complex texts and their academic language.
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
- Building knowledge through content-rich nonfiction.

The LifeSmarts content areas of Finance, Consumer Rights and Responsibilities, Environment, Health and Safety and Technology encourage mastery of content vocabulary, the interpretation of informational text and the application of critical thinking. To become “college and career ready” youth in the LifeSmarts Program are introduced to real-world scenarios that require problem solving and the application of core skills. LifeSmarts content is also especially relevant to content literacy in the areas of Social Studies and Science/Technical Subjects.

The LifeSmarts Program directly relates through content and process to the following Common Core Anchor Standards:

## Reading

### *Key Ideas and Details*

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### *Integration of Knowledge and Ideas*

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.



### *Range of Reading and Level of Text Complexity*

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

## Writing

### *Research to Build and Present Knowledge*

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Speaking and Listening

### *Comprehension and Collaboration*

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

## Language

### *Vocabulary Acquisition and Use*

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.RST.9-10.7

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

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