

iThrive Sim: Lives in Balance

Standards Alignment

iThrive Sim: Lives in Balance aligns to the national College, Career, and Civic Life (C3) Framework standards, California's History-Social Science content standards, Common Core standards in History/Social Studies, and social and emotional learning standards. The standards met are listed below to make it easy for you to share with administrators.

College, Career, & Civic Life (C3) Framework Social Studies Standards

iThrive Sim: Lives in Balance aligns to [national C3 social studies standards](#) in Dimensions 2-4 for grades 9-12.

Dimension 2: Applying Disciplinary Concepts & Tools

-Civics

- Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. (D2.Civ.1.9-12)
- Critique relationships among governments, civil societies, and economic markets. (D2.Civ.6.9-12)
- Use appropriate deliberative processes in multiple settings. (D2.Civ.9.9-12)
- Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (D2.Civ.13.9-12)

-Economics

- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. (D2.Eco.8.9-12)

-Geography

- Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. (D2.Geo.2.9-12)
- Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. (D2.Geo.8.9-12)

Dimension 3: Evaluating Sources and Using Evidence

- Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. (D3.3.9-12)

Dimension 4: Communicating Conclusions and Taking Informed Action

- Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. (D4.7.9-12)

California History–Social Science Content Standards

iThrive Sim: Lives in Balance aligns to [12th grade History–Social Science Content Standards for California Public Schools under the theme of Principles of American Democracy](#).

Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and

economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. (HS.12.PAD.12.3)

- Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. (HS.12.PAD.12.3.1)
- Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. (HS.12.PAD.12.3.2)

Students analyze and compare the powers and procedures of the national, state, tribal, and local governments. (HS.12.PAD.12.7)

- Explain how conflicts between levels of government and branches of government are resolved. (HS.12.PAD.12.7.1)
- Identify the major responsibilities and sources of revenue for state and local governments. (HS.12.PAD.12.7.2)
- Discuss reserved powers and concurrent powers of state governments. (HS.12.PAD.12.7.3)
- Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. (HS.12.PAD.12.7.4)

Common Core History/Social Studies Standards

iThrive Sim: Lives in Balance aligns to [11th-12th grade Common Core English Language Arts \(ELA\) Standards for History/Social Studies.](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(CCSS.ELA-LITERACY.RH.11-12.2)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

(CCSS.ELA-LITERACY.RH.11-12.3)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RH.11-12.7)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. (CCSS.ELA-LITERACY.RH.11-12.8)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

(CCSS.ELA-LITERACY.RH.11-12.9)

Social and Emotional Learning (SEL) Standards

iThrive Sim: Lives in Balance aligns to standards for each of the [Core SEL Competencies](#):

Self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. Specific standards language is from the [Minnesota K-12 SEL Standards](#).

Self-Awareness:

- Advocate for the rights of self and others.

Self-Management:

- Practice strategies for recognizing and coping with stress/distress.

Social Awareness:

- Express understanding of those who hold different opinions.
- Ask questions of others to deepen understanding of the perspective of others.
- Differentiate between the factual and emotional content of what a person says.

Responsible Decision-Making:

- Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions.
- Assess lessons learned from past experiences and mistakes when making decisions.
- Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.
- Describe and apply negotiation skills.

Relationship Skills:

- Use assertive communication to get needs met without negatively impacting others.