

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1A: Identify and manage one's emotions and behavior.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs.</li> <li>• Name the emotions felt by characters in stories.</li> <li>• Identify ways to calm yourself.</li> <li>• Describe a time you felt the same way a story character felt.</li> <li>• Discuss classroom and school rules.</li> <li>• Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how various situations make you feel.</li> <li>• Describe your physical responses to strong emotions.</li> <li>• Recognize that feelings change throughout the day.</li> <li>• Demonstrate patience in a variety of situations.</li> <li>• Demonstrate a range of emotions through facial expressions and body language.</li> <li>• Practice self-talk to calm yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of emotions you have experienced.</li> <li>• Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</li> <li>• Recognize mood changes and factors that contribute to them.</li> <li>• Depict a range of emotions (e.g., make a poster, draw a picture, and participate in a role play).</li> <li>• Distinguish among intensity levels of an emotion.</li> <li>• Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> <li>• Practice deep breathing to calm yourself.</li> </ul>	<ol style="list-style-type: none"> <li>1. Zones of Regulation</li> <li>2. Second Step</li> <li>3. DESSA</li> <li>4. Truthought</li> <li>5. Adventures in Peacemaking</li> <li>6. Peace Works</li> <li>7. Mind Yeti</li> <li>8. Social Thinking/Super Flex</li> <li>9. Why Try</li> <li>10. The Coping Cat</li> <li>11. Mindfulness and Yoga Skills for Children and Adolescents</li> <li>12. Character Counts</li> </ol>

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1A: Identify and manage one's emotions and behavior.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• List positive strategies for handling conflict.</li> <li>• Explain why characters in stories felt as they did.</li> <li>• Distinguish among emotions you might feel in various situations.</li> <li>• Use “I-statements” to express various emotions.</li> <li>• Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</li> <li>• Demonstrate an awareness of how your behavior affects others.</li> <li>• Practice different strategies for handling upsetting situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the physical responses common to a range of emotions.</li> <li>• Describe emotions associated with personal experiences.</li> <li>• Practice expressing positive feelings about others.</li> <li>• Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>• Demonstrate emotions in various contexts in role-plays.</li> <li>• Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that cause stress both positive and negative.</li> <li>• Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</li> <li>• Recognize emotional reactions to stress.</li> <li>• Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).</li> <li>• Reflect on the possible consequences before expressing an emotion.</li> <li>• Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.</li> <li>• Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</li> </ul>	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Second Step</li> <li>• Why Try</li> <li>• Truthought</li> <li>• The Coping Cat</li> <li>• Mind Yeti</li> <li>• Social Thinking/ Super Flex</li> <li>• Character Counts</li> <li>• Adventures in Peacemaking</li> <li>• DESSA</li> </ul>

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1A: Identify and manage one's emotions and behavior.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe the physical responses common to a range of emotions.</li> <li>• Describe emotions associated with personal experiences.</li> <li>• Practice expressing positive feelings about others.</li> <li>• Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>• Demonstrate emotions in various contexts in role-plays.</li> <li>• Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that cause stress both positive and negative.</li> <li>• Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</li> <li>• Recognize emotional reactions to stress.</li> <li>• Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).</li> <li>• Reflect on the possible consequences before expressing an emotion.</li> <li>• Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.</li> <li>• Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize emotions as indicators of situations in need of attention.</li> <li>• Distinguish how you really feel from how others expect you to feel.</li> <li>• Distinguish between different emotions (e.g., fear and anger, shame and sadness).</li> <li>• Analyze emotional states that contribute to or detract from your ability to solve problems.</li> <li>• Analyze the effect of self-talk on emotions.</li> <li>• Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</li> <li>• Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).</li> </ul>	

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1A: Identify and manage one's emotions and behavior.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify stress management skills that work best for you.</li> <li>• Predict how you would feel when apologizing to someone you have wronged.</li> <li>• Demonstrate an ability to assess your level of stress based on physical and psychological factors.</li> <li>• Monitor transitions in your emotions over time and reflect on their causes.</li> <li>• Demonstrate an ability to reduce stress by reassessing a situation.</li> <li>• Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.</li> <li>• Explain the consequences of different forms of communicating one's emotions.</li> <li>• Predict how you would feel in giving or receiving help or a compliment.</li> <li>• Analyze how time management might improve your decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice assertive communication to manage stress.</li> <li>• Practice dealing appropriately with being wrongly accused of something.</li> <li>• Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</li> <li>• Explain how focusing on your community's assets rather than its deficits can affect your choices.</li> <li>• Describe how changing your interpretation of an event can alter how you and others feel about it.</li> <li>• Recognize the impact of denial defense mechanisms on your mental health.</li> <li>• Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assailant, in the presence of a friend).</li> <li>• Demonstrate how you might use upset feelings to ask for help rather express anger.</li> <li>• Demonstrate an ability to express hurt without withdrawal, blame, or aggression.</li> <li>• Select healthy defense mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1B: Recognize personal qualities and external supports.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify things you like to do.</li> <li>• Identify the values that help you make good choices.</li> <li>• Identify the people who can give you the help you need.</li> <li>• Describe things you do well.</li> <li>• Identify reliable adults from whom you would seek help in an emergency.</li> <li>• Describe situations in which you feel confident.</li> <li>• Describe situations in which you feel you need help.</li> <li>• Demonstrate a special skill or talent you have.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the personal traits of characters in stories.</li> <li>• Describe an achievement that makes you feel proud.</li> <li>• Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).</li> <li>• Identify various helpers in the school community.</li> <li>• Analyze how you might have done better in a situation.</li> <li>• Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).</li> <li>• Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).</li> <li>• Explain how practice improves your performance of a skill.</li> <li>• Analyze the positive qualities of role models.</li> <li>• Analyze what it is about school that is challenging for you.</li> <li>• Draw a picture of an activity your family likes to do together.</li> <li>• Demonstrate ways to ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1B: Recognize personal qualities and external supports.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify something you would like to be able to do better.</li> <li>• Describe ways in which you contribute to the school community.</li> <li>• Describe ways in which you help out at home.</li> <li>• List ways families can support students in school.</li> <li>• Describe how peers can support each other in school.</li> <li>• Measure your progress toward a personal goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a time and situation you needed help.</li> <li>• Identify reliable adults from whom you would seek help in various situations.</li> <li>• Describe how you would improve your ability to perform a valued skill.</li> <li>• Explain how adult role models influence your aspirations for the future.</li> <li>• Practice strategies that support peers in school.</li> <li>• Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</li> </ul>	<ul style="list-style-type: none"> <li>• Name community resources that promote student success.</li> <li>• Identify personal strengths and weaknesses and the effect they have on your choices.</li> <li>• Identify physical and emotional changes during adolescence.</li> <li>• Recognize that students learn differently.</li> <li>• Describe how adults at school demonstrate caring and concern for students.</li> <li>• Describe how adults at school demonstrate caring and concern for students.</li> <li>• Analyze the effort your family or other adults have made to support your success in school.</li> </ul>	

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1B: Recognize personal qualities and external supports.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe a time and situation you needed help.</li> <li>• Identify reliable adults from whom you would seek help in various situations.</li> <li>• Describe how you would improve your ability to perform a valued skill.</li> <li>• Explain how adult role models influence your aspirations for the future.</li> <li>• Practice strategies that support peers in school.                             <ul style="list-style-type: none"> <li>• Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Name community resources that promote student success.</li> <li>• Identify personal strengths and weaknesses and the effect they have on your choices.</li> <li>• Identify physical and emotional changes during adolescence.</li> <li>• Recognize that students learn differently.</li> <li>• Describe how adults at school demonstrate caring and concern for students.</li> <li>• Describe how adults at school demonstrate caring and concern for students. Analyze the effort your family or other adults have made to support your success in school</li> </ul>	<ul style="list-style-type: none"> <li>• Identify extracurricular activities available to students.</li> <li>• Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).</li> <li>• Identify school support personnel and investigate how they assist students.</li> <li>• Identify organizations in your community that provide opportunities to develop your interests or talents.</li> <li>• Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).</li> <li>• Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).</li> </ul>	

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1B: Recognize personal qualities and external supports.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify what you like about yourself, including things that might be considered atypical for your gender.</li> <li>• Take an inventory of your personal strengths and describe them in your journal.</li> <li>• Describe a situation in which you needed help and where you sought it.</li> <li>• Analyze how others in your life have helped you resist negative influences.</li> <li>• Reflect on a time when you overcame an obstacle to accomplish something that was important to you.</li> <li>• Analyze the role of extra-curricular activities in how you feel about school.</li> <li>• Identify possible career and volunteer opportunities based on your identified interests and strengths.</li> <li>• Identify things about yourself and situation that you cannot change and devote your energy to something you can change.</li> <li>• Establish criteria for deciding which of two sports or other activities to engage in.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a plan to improve your performance in a school subject or area of family responsibility.</li> <li>• Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.</li> <li>• Differentiate among relationship factors that impact personal and career goals.</li> <li>• Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</li> <li>• Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal.</li> <li>• Demonstrate decision making based on what is right rather than media images of success.</li> <li>• Reach out to help others achieve their goals.</li> <li>• Develop relationships that support personal and career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>



Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1C: Demonstrate skills related to achieving personal and academic goals.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize the relationship between what you want to accomplish and setting goals.</li> <li>• Explain the various aspects of being successful in school.</li> <li>• Describe a behavior you would like to change.</li> <li>• Give an example of an academic goal you could set for yourself.</li> <li>• Give an example of a personal goal you could set for yourself.</li> <li>• Divide a goal you have set into manageable steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a situation you want to change.</li> <li>• Identify the progress that you have made toward achieving your goal.</li> <li>• Explain the relationship between success in school and becoming what you want to be.</li> <li>• Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).</li> <li>• Make a plan for how to improve your performance in a school subject.</li> <li>• Make a plan for how to achieve a personal goal.</li> <li>• Use self-talk to reward yourself for accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how distractions may interfere with achievement of a goal.</li> <li>• Recognize that present goals build on the achievement of past goals.</li> <li>• Describe the steps you have made toward achieving a goal.</li> <li>• Differentiate between short and long term goals.</li> <li>• Monitor your progress toward achieving a personal or academic goal.</li> <li>• Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> </ul>

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1C: Demonstrate skills related to achieving personal and academic goals.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).</li> <li>• Recognize how conditions and people have contributed to your achievement of a goal.</li> <li>• Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).</li> <li>• Identify factors you could not change that prevented you from achieving a recent goal.</li> <li>• Evaluate what you might have done differently to achieve greater success on a recent goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a friendship goal with action steps to be taken by certain dates.</li> <li>• Develop an academic goal with action steps to be taken by certain dates.</li> <li>• Monitor progress on planned action steps for a friendship goal.</li> <li>• Monitor progress on planned action steps for an academic goal.</li> <li>• Analyze why you needed to change or delay action steps for achieving a recent goal.</li> <li>• Evaluate your level of achievement with regard to a recent goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</li> <li>• Identify obstacles to achievement of your goal.</li> <li>• Brainstorm possible ways to overcome obstacles in achieving your goals.</li> <li>• Make a plan with action steps and timeframes to achieve your goal.</li> <li>• Monitor progress on your goal.</li> <li>• Evaluate your success and analyze what you might have done differently.</li> </ul>	

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1C: Demonstrate skills related to achieving personal and academic goals.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Develop a friendship goal with action steps to be taken by certain dates.</li> <li>• Develop an academic goal with action steps to be taken by certain dates.</li> <li>• Monitor progress on planned action steps for a friendship goal.</li> <li>• Monitor progress on planned action steps for an academic goal.</li> <li>• Analyze why you needed to change or delay action steps for achieving a recent goal.</li> <li>• Evaluate your level of achievement with regard to a recent goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</li> <li>• Identify obstacles to achievement of your goal.</li> <li>• Brainstorm possible ways to overcome obstacles in achieving your goals.</li> <li>• Make a plan with action steps and timeframes to achieve your goal.</li> <li>• Monitor progress on your goal.</li> <li>• Evaluate your success and analyze what you might have done differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify resources to help progress towards a goal (e.g., research materials).</li> <li>• Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.</li> <li>• Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.</li> <li>• Distinguish between a short and long-term goal.</li> <li>• Apply goal-setting skills to develop academic success.</li> <li>• Set a positive social interaction goal.</li> </ul>	

Standard 1: Intrapersonal Skills: Self-Awareness & Self-Management

A child will have a realistic understanding of his/her strengths and limitations. He will show a consistent desire for self-improvement. He will be able to control his emotions and behaviors, be able to complete a task or succeed in a new or challenging situation.

1C: Demonstrate skills related to achieving personal and academic goals.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).</li> <li>• Establish action steps and timeframes toward the achievement of this goal.</li> <li>• Identify people who can help you achieve your goal and ask for their help.</li> <li>• Monitor progress on achieving your goal and make adjustments in your plan as needed.</li> <li>• Evaluate your level of goal achievement, identifying factors that contributed or detracted from it.</li> <li>• Analyze what you learned from this experience and what you would do differently next time.</li> <li>• Identify who helped you and how in achieving a recent goal.</li> <li>• Analyze why you were or were not able to overcome obstacles in working on a recent goal.</li> <li>• Analyze the impact of an unforeseen opportunity on achieving a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze why scheduling conflicts might require you to change the time frame for achieving a goal.</li> <li>• Analyze how using illegal substances could interfere with achievement of a long-term goal.</li> <li>• Analyze how academic achievement can contribute to achievement of a long-term goal.</li> <li>• Set a long-term academic/career goal with dates for completion of the action steps.</li> <li>• Anticipate barriers to achieving your goal and make contingency plans for overcoming them.</li> <li>• Analyze how current decisions about health behavior may affect long-term education and career goals.</li> <li>• Evaluate the feasibility of the goal of getting a summer job based on your ability to complete the necessary action steps in a timely manner.</li> <li>• Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports.</li> <li>• Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2A: Recognize the feelings and perspectives of others.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize that others may interpret the same situation differently from you.</li> <li>• Recognize that others may feel differently from you about the same situation.</li> <li>• Describe how others are feeling based on their facial expressions and gestures.</li> <li>• Explain how interrupting others may make them feel.</li> <li>• Explain how sharing with and supporting others may make them feel.</li> <li>• Recognize how changing your behaviors can impact how others feel and respond.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify verbal, physical, and situational cues in stories.</li> <li>• Recognize the value of sharing diverse perspectives.</li> <li>• Explain why characters in stories feel as they do.</li> <li>• Analyze how students being left out might feel.</li> <li>• Describe how different people interpret the same situation.</li> <li>• Demonstrate an ability to listen to others (e.g., making eye contact, nodding, and asking clarifying questions).</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between nonverbal and verbal cues and messages.</li> <li>• Analyze alignment and non-alignment of verbal and non-verbal cues.</li> <li>• Role-play the perspectives and feelings of characters from a story.</li> <li>• Paraphrase what someone has said.</li> <li>• Demonstrate a capacity to care about the feelings of others.</li> <li>• Demonstrate an interest in the perspective of others.</li> </ul>	<p>1. Second Step</p>

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2A: Recognize the feelings and perspectives of others.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Label others’ feelings based on verbal and non-verbal cues in different situations.</li> <li>• List strategies to support students who are left out or bullied.</li> <li>• Describe how one feels when left out of an activity or group.</li> <li>• Describe how one feels when bullied.</li> <li>• Predict possible responses to a range of emotions.</li> <li>• Use “I-statements” to let others know that you have heard them.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe others’ feelings in a variety of situations.</li> <li>• Describe an argument you had with another person and summarize both points of view.</li> <li>• Analyze why literary characters felt as they did.</li> <li>• Analyze the various points of view expressed on an historical, political, or social issue.</li> <li>• Evaluate how a change in behavior of one side of a disagreement affects the other side.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and practice reflective listening skills through discussion and role-play.</li> <li>• Recognize how a situation would make you feel and treat others accordingly.</li> <li>• Describe others’ feelings in a variety of situations.</li> <li>• Ask open-ended questions to encourage others to express themselves.</li> <li>• Use follow-up questions to clarify messages.</li> <li>• Predict how one’s own behavior might affect the feelings of others.</li> <li>• Interpret non-verbal communication cues.</li> </ul>	<p>1. Second Step</p>

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2A: Recognize the feelings and perspectives of others.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe others’ feelings in a variety of situations.</li> <li>• Describe an argument you had with another person and summarize both points of view.</li> <li>• Analyze why literary characters felt as they did.</li> <li>• Analyze the various points of view expressed on an historical, political, or social issue.</li> <li>• Evaluate how a change in behavior of one side of a disagreement affects the other side.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and practice reflective listening skills through discussion and role-play.</li> <li>• Recognize how a situation would make you feel and treat others accordingly.</li> <li>• Describe others’ feelings in a variety of situations.</li> <li>• Ask open-ended questions to encourage others to express themselves.</li> <li>• Use follow-up questions to clarify messages.</li> <li>• Predict how one’s own behavior might affect the feelings of others.</li> <li>• Interpret non-verbal communication cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the feelings and perspective of others during group discussions.</li> <li>• Recall a situation where your behavior impacted the feelings of others either positively or negatively.</li> <li>• Describe how classmates who are the subject of rumors or bullying might feel.</li> <li>• Distinguish between bullying and non-bullying situations.</li> <li>• Role-play the perspectives of various characters in scenarios provided.</li> <li>• Paraphrase the conflicting perspectives of parties to a conflict.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2A: Recognize the feelings and perspectives of others.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Analyze why both parties in a conflict feel as they do.</li> <li>• Recognize actions that hurt others.</li> <li>• Brainstorm different types of encouragement.</li> <li>• Acknowledge the contributions of others.</li> <li>• Log the feelings of TV characters and analyze why they felt as they did.</li> <li>• Provide support to others who are experiencing problems.</li> <li>• Recognize ways to share and reciprocate feelings.</li> <li>• Identify people’s varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare students for the work place).</li> <li>• Differentiate between the factual and emotional content of what a person says.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate empathy with others in a variety of situations.</li> <li>• Develop strategies to provide support to others who are experiencing problems.</li> <li>• Demonstrate strategies to mentor others.</li> <li>• Analyze barriers to effective communication.</li> <li>• Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school)</li> <li>• Analyze the factors that have influenced your perspective on an issue.</li> <li>• Use appropriate nonverbal cues to communicate your understanding of another’s perspective.</li> <li>• Demonstrate ways to assert one’s needs and viewpoints in a respectful manner.</li> <li>• Practice responding to ideas rather than the person advancing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>



Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2B: Recognize individual and group similarities and differences.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other’s ideas).</li> <li>• Recognize that all people are similar in the needs they share.</li> <li>• Participate in the development of classroom rules.</li> <li>• Describe rules that help students treat each other fairly.</li> <li>• Demonstrate how students help each other (e.g., sharing, not interrupting).</li> <li>• Demonstrate honesty and fairness while playing or working with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).</li> <li>• Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).</li> <li>• Recognize that people who share a cultural tradition differ from one another in other ways.</li> <li>• Recognize how diversity enriches a community.</li> <li>• Compare and contrast various family structures.</li> <li>• Reflect on your experiences with people of different age groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe human differences depicted in stories.</li> <li>• Describe how interactions with individuals from different cultures enrich one’s life.</li> <li>• Recognize that people from different cultural and social groups share many things in common.</li> <li>• Analyze how people of different groups can help one another and enjoy each other’s company.</li> <li>• Analyze the impact of differing responses to human diversity on literary characters.</li> <li>• Participate in an activity or simulation that allows you to experience life from the perspective of another group.</li> <li>• Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2B: Recognize individual and group similarities and differences.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize the different social groups in school.</li> <li>• Recognize the different cultural groups in school.</li> <li>• Compare and contrast social groups.</li> <li>• Compare and contrast cultural groups.</li> <li>• Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore.</li> <li>• Develop strategies for building relationships with others who are different from oneself.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the basic rights of all individuals regardless of their social or cultural affiliations.</li> <li>• Describe examples of how the media portray various social and cultural groups.</li> <li>• Analyze how responsible students help their classmates.</li> <li>• Demonstrate strategies for building relationships with others who are different from oneself.</li> <li>• Design a project that shows how your class or school is enriched by different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify unwelcome teasing or bullying behaviors.</li> <li>• Identify ways to overcome misunderstanding among various social and cultural groups.</li> <li>• Identify ways to advocate for others.</li> <li>• Describe situations where minority groups have been respected at school or in the community.</li> <li>• Discuss stereotyping and its negative impact on others.</li> <li>• Demonstrate respect for members of various ethnic and religious groups.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2B: Recognize individual and group similarities and differences.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe the basic rights of all individuals regardless of their social or cultural affiliations.</li> <li>• Describe examples of how the media portray various social and cultural groups.</li> <li>• Analyze how responsible students help their classmates.</li> <li>• Demonstrate strategies for building relationships with others who are different from oneself.</li> <li>• Design a project that shows how your class or school is enriched by different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify unwelcome teasing or bullying behaviors.</li> <li>• Identify ways to overcome misunderstanding among various social and cultural groups.</li> <li>• Identify ways to advocate for others.</li> <li>• Describe situations where minority groups have been respected at school or in the community.</li> <li>• Discuss stereotyping and its negative impact on others.</li> <li>• Demonstrate respect for members of various ethnic and religious groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).</li> <li>• Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.</li> <li>• Explain how a lack of understanding of social and cultural differences can contribute to intolerance.</li> <li>• Evaluate ways of overcoming a lack of understanding of those who are different.</li> <li>• Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).</li> <li>• Listen respectfully to opposing points of views on controversial issues.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2B: Recognize individual and group similarities and differences.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Analyze the consequences of ignoring the rights of other people.</li> <li>• Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences.</li> <li>• Analyze why students who are different may be teased or bullied.</li> <li>• Describe strategies for preventing or stopping bullying.</li> <li>• Role-play strategies for preventing or stopping bullying.</li> <li>• Evaluate the effectiveness of strategies for preventing or stopping bullying.</li> <li>• Discuss stereotyping and its negative effects for both the victim and perpetrator.</li> <li>• Analyze how various social and cultural groups are portrayed in the media.</li> <li>• Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.</li> <li>• Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.</li> <li>• Analyze the meaning of citizenship in various countries and historical periods.</li> <li>• Evaluate how marketing and media shape how social and cultural groups perceive themselves.</li> <li>• Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups.</li> <li>• Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of nonconformist behavior).</li> <li>• Demonstrate an ability to work well with those of different ethnic groups and religions.</li> <li>• Evaluate efforts to promote increased understanding among groups.</li> <li>• Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.</li> <li>• Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.</li> <li>• Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2C: Use communication and social skills to interact effectively with others.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe appropriate ways to seek group entry.</li> <li>• Use “please” and “thank you” appropriately.</li> <li>• Raise one’s hand for recognition.</li> <li>• Pay attention when someone else is speaking.</li> <li>• Follow directions given at school.</li> <li>• Take turns and share toys and other resources with classmates.</li> <li>• Practice sharing encouraging comments with others.</li> <li>• Practice saying “no” to protect yourself from unsafe situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways of initiating contact with someone you don’t know.</li> <li>• Discuss how to be a good friend.</li> <li>• Greet others by name.</li> <li>• Make and respond appropriately to introductions.</li> <li>• Summarize a plan for making friends.</li> <li>• Use appropriate non- verbal communication with others (e.g., movements, gestures, posture, facial expressions).</li> <li>• Participate in establishing and enforcing ground rules for class and group/team efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize when it is appropriate to give a compliment.</li> <li>• Practice introducing everyone in your class.</li> <li>• Demonstrate how to give a compliment.</li> <li>• Demonstrate appropriate responses to receiving a compliment.</li> <li>• Use ‘I-statements’ to express how you feel when someone has hurt you emotionally.</li> <li>• Demonstrate expressing appreciation to someone who has helped you.</li> </ul>	<ol style="list-style-type: none"> <li>1. “Say and Do” Early Social Scenes for School</li> <li>2. Know the Code – Attainments Social Standards at School.</li> </ol>

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2C: Use communication and social skills to interact effectively with others.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify ways to build positive relationships with peers, family and others.</li> <li>• Identify attributes of cooperative behavior in a group setting.</li> <li>• Demonstrate cooperative behaviors in a group.</li> <li>• Practice reflective listening (e.g., I messages, I paraphrase).</li> <li>• Demonstrate how to initiate conversation with a new student.</li> <li>• Develop a plan that supports the improvement of behaviors within a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the qualities of an effective communicator.</li> <li>• Respond positively to constructive criticism.</li> <li>• Take responsibility for one’s mistakes.</li> <li>• Interview an adult on the topic of how to develop friendships.</li> <li>• Demonstrate support for others’ contributions to a group/team effort.</li> <li>• Distinguish between positive and negative peer pressure.</li> <li>• Demonstrate strategies for resisting negative peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the difference between positive and negative relationships.</li> <li>• Describe ways to express forgiveness.</li> <li>• Practice reflective listening.</li> <li>• Respond non- defensively to criticism or accusation through role-play.</li> <li>• Demonstrate encouragement of others and recognition or their contributions.</li> <li>• Demonstrate graciousness in winning and losing.</li> <li>• Practice turning criticism into constructive feedback.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2C: Use communication and social skills to interact effectively with others.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe the qualities of an effective communicator.</li> <li>• Respond positively to constructive criticism.</li> <li>• Take responsibility for one’s mistakes.</li> <li>• Interview an adult on the topic of how to develop friendships.</li> <li>• Demonstrate support for others’ contributions to a group/team effort.</li> <li>• Distinguish between positive and negative peer pressure.</li> <li>• Demonstrate strategies for resisting negative peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the difference between positive and negative relationships.</li> <li>• Describe ways to express forgiveness.</li> <li>• Practice reflective listening.</li> <li>• Respond non-defensively to criticism or accusation through role-play.</li> <li>• Demonstrate encouragement of others and recognition of their contributions.</li> <li>• Demonstrate graciousness in winning and losing.</li> <li>• Practice turning criticism into constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play how to report bullying behavior.</li> <li>• Participate in setting and enforcing class rules.</li> <li>• Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).</li> <li>• Recognize the importance of setting limits for yourself and others.</li> <li>• Demonstrate an ability both to assume leadership and be a team player in achieving group goals.</li> <li>• Learn to maintain an objective, nonjudgmental tone during disagreements.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2C: Use communication and social skills to interact effectively with others.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify indicators of possible problems in relationships based on varying scenarios provided.</li> <li>• Differentiate among passive, assertive, and aggressive responses to peer pressure.</li> <li>• Develop guidelines for effective email communication.</li> <li>• Role-play responding non-defensively to criticism or accusation.</li> <li>• Use self-reflection to determine how to stop the spread of gossip.</li> <li>• Practice effective speaking and listening at home.</li> <li>• Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.</li> <li>• Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.</li> <li>• Analyze differences in resolving conflicts in different types of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze differences in the distribution of power in various relationships and how this affects communication styles.</li> <li>• Apply goal-setting skills in helping a group develop action steps for achieving a group goal.</li> <li>• Develop criteria for evaluating success in completing action steps and goal achievement.</li> <li>• Analyze how you and others feel in giving and receiving help.</li> <li>• Analyze the effects of giving and receiving help in completing tasks.</li> <li>• Evaluate ideas on their merit instead of the individual sharing them.</li> <li>• Evaluate how well one follows the lead of others in completing group tasks.</li> <li>• Evaluate how well one supports the leadership of others.</li> <li>• Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others’ ideas).</li> <li>• Demonstrate strategies for collaborating with peers, adults and others in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Why Try</li> <li>• DESSA</li> </ul>



Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).</li> <li>• Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).</li> <li>• Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.</li> <li>• Distinguish between constructive and destructive ways of resolving conflict.</li> <li>• Use puppets to act out and resolve conflict situations.</li> <li>• Practice self-calming techniques for anger management as a way to de-escalate conflict situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize various methods of resolving conflict.</li> <li>• Explain what a rumor is and how it hurts others.</li> <li>• Identify ways of refusing negative peer pressure.</li> <li>• Explain how conflict can turn to violence.</li> <li>• Analyze how misunderstanding what someone said or did could cause conflict.</li> <li>• Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify bullying behavior and how it affects people.</li> <li>• Explain what happens when a conflict is not resolved.</li> <li>• Describe ways to stop rumors.</li> <li>• Analyze how an inability to manage one’s anger might cause a conflict to get worse.</li> <li>• Interpret whether the actions of literary characters were accidental or intentional.</li> <li>• Examine how one’s favorite literary character handles conflict.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify the consequences of a solution.</li> <li>• Identify assertive, passive and aggressive conflict resolution behaviors.</li> <li>• Describe conflicts you have experienced and how you dealt with them.</li> <li>• Explain how resolving a conflict with a friend could strengthen the friendship.</li> <li>• Generate alternative solutions for a conflict.</li> <li>• Demonstrate constructive conflict resolution strategies in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the consequences of conflict resolution behavior.</li> <li>• Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).</li> <li>• Explain how resolving a conflict could improve one’s understanding of a situation.</li> <li>• Distinguish between positive and negative peer pressure.</li> <li>• Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</li> <li>• Use a checklist to practice the steps of refusing unwanted peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that conflict is a natural part of life.</li> <li>• Identify intervention strategies to stop bullying.</li> <li>• Suggest ways of addressing personal grievances to avoid conflict.</li> <li>• Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).</li> <li>• Analyze why you may have to use different strategies for dealing with different conflict situations.</li> <li>• Evaluate ways to include everyone in group activities.</li> <li>• Use verbal and non- verbal strategies to resolve group conflict.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify the consequences of conflict resolution behavior.</li> <li>• Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).</li> <li>• Explain how resolving a conflict could improve one’s understanding of a situation.</li> <li>• Distinguish between positive and negative peer pressure.</li> <li>• Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</li> <li>• Use a checklist to practice the steps of refusing unwanted peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that conflict is a natural part of life.</li> <li>• Identify intervention strategies to stop bullying.</li> <li>• Suggest ways of addressing personal grievances to avoid conflict.</li> <li>• Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).</li> <li>• Analyze why you may have to use different strategies for dealing with different conflict situations.</li> <li>• Evaluate ways to include everyone in group activities.</li> <li>• Use verbal and nonverbal strategies to resolve group conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).</li> <li>• List characteristics of friends who are a healthy or unhealthy influence.</li> <li>• Identify strategies for avoiding, sidestepping, and reducing violence.</li> <li>• Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).</li> <li>• Analyze the causes of a physical or verbal fight that you observed and prevention strategies.</li> <li>• Practice negotiation skills in pairs, taking the perspective of both parties into account.</li> </ul>	

Standard 2: Interpersonal Skills: Social Awareness and Relationship Skills

A child’s capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes his/her impact on them and uses cooperation and tolerance in social situations. A child’s consistent performance of socially acceptable actions that promote and maintain positive connections with others.

2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives).</li> <li>• Teach conflict resolution skills to younger children</li> <li>• Role-play de-escalating a conflict to avoid a fight.</li> <li>• Use a conflict analysis checklist to analyze and resolve a conflict situation.</li> <li>• Practice peer mediation skills.</li> <li>• Explain the concept of a win-win resolution to conflict.</li> <li>• Identify how both parties to a conflict might get their needs met.</li> <li>• Analyze scenarios to show how power struggles contribute to conflict.</li> <li>• Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances).</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict.</li> <li>• Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.</li> <li>• Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).</li> <li>• Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).</li> <li>• Analyze strategies for dealing with sexual harassment and an abusive relationship.</li> <li>• Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.).</li> <li>• Recommend ways for students to have a voice in establishing and enforcing school rules.</li> <li>• Analyze how conflict can escalate into violence.</li> <li>• Demonstrate various approaches for resolving conflict.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3A: Consider ethical, safety and societal factors in making decisions.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify and follow bus, classroom, and school safety rules.</li> <li>• Recognize appropriate touch; and avoid inappropriate touch.</li> <li>• Explain how taking or destroying another’s property makes them feel.</li> <li>• Explain why hitting or yelling at somebody is hurtful and unfair.</li> <li>• Identify reliable sources of adult help.</li> <li>• Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).</li> <li>• Draw pictures of ways to help others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).</li> <li>• Explain why it is important to treat others as you would want to be treated.</li> <li>• Analyze how rules your family uses help its members get along together.</li> <li>• Contribute to school safety by supporting classroom, lunchroom and playground rules.</li> <li>• Participate in creating and enforcing classroom rules.</li> <li>• Demonstrate sharing and taking turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).</li> <li>• Identify physical sensations and emotions that indicate a threat or danger.</li> <li>• Describe the consequences of breaking classroom or school rules.</li> <li>• Analyze the consequences of lying.</li> <li>• Depict ways to help others (e.g., list, draw, cartoons).</li> <li>• Evaluate various approaches to responding to provocation.</li> <li>• Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3A: Consider ethical, safety and societal factors in making decisions.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify factors that make a situation unsafe.</li> <li>• Recognize the consequences to oneself and others of dishonest behavior.</li> <li>• Evaluate how others influenced your decisions (e.g., family, church, team, club membership).</li> <li>• Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).</li> <li>• Demonstrate respect for the property of others.</li> <li>• Demonstrate internet safety.</li> <li>• Show what it means to accept responsibility for one’s actions with regard to school work.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how differing points of view affect your decision-making process.</li> <li>• Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).</li> <li>• Explain why it is important to obey laws.</li> <li>• Analyze what it means to be responsible with regard to one’s family, friends, school community.</li> <li>• Evaluate conflicting points of view in making a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that an individual is responsible for his/her behavior.</li> <li>• Identify the need for rules at school, home, and in society.</li> <li>• Analyze what it means to be responsible for one’s health.</li> <li>• Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities).</li> <li>• Analyze the risks of potentially dangerous situations.</li> <li>• Develop strategies to work things out rather than retaliate when you feel wronged.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3A: Consider ethical, safety and societal factors in making decisions.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Describe how differing points of view affect your decision-making process.</li> <li>• Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).</li> <li>• Explain why it is important to obey laws.</li> <li>• Analyze what it means to be responsible with regard to one’s family, friends, school community.</li> <li>• Evaluate conflicting points of view in making a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that an individual is responsible for his/her behavior.</li> <li>• Identify the need for rules at school, home, and in society.</li> <li>• Analyze what it means to be responsible for one’s health.</li> <li>• Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities).</li> <li>• Analyze the risks of potentially dangerous situations.</li> <li>• Develop strategies to work things out rather than retaliate when you feel wronged.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).</li> <li>• Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.).</li> <li>• Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.</li> <li>• Assess one’s own risk for various types of injury.</li> <li>• Make journal entries on how your actions have affected others.</li> <li>• Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3A: Consider ethical, safety and societal factors in making decisions.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize the impact of unethical or destructive behavior on family, friends, or loved ones.</li> <li>• Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.</li> <li>• Analyze how media advertising influences consumer choices.</li> <li>• Consider how fairness and respect would influence planning, implementing, and evaluating a service learning project in your school or community.</li> <li>• Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior.</li> <li>• Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.</li> <li>• Explain how to reduce negative outcomes in risky situations.</li> <li>• Explain how laws reflect social norms and affect our personal decision making.</li> <li>• Analyze how personal decisions can affect your health and the health of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.</li> <li>• Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).</li> <li>• Promote alcohol-free social events among peers.</li> <li>• Describe the value of resisting peer pressure that causes social or emotional harm to self or others.</li> <li>• Explain how a change in a current social policy (e.g., health care coverage for children, free public education, child care assistance for working families) would impact the behaviors of individuals and groups.</li> <li>• Evaluate the consequences for yourself and others of following ethical principles in your relationships.</li> <li>• Evaluate ethical issues involved in a social policy.</li> <li>• Predict how a jury of one’s peers would judge various behaviors.</li> <li>• Show how a service project contributes to the good of society.</li> </ul>	



Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize that one has choices in how to respond to situations.</li> <li>• Describe calming strategies.</li> <li>• Brainstorm alternative solutions to problems posed in stories and cartoons.</li> <li>• Use “I-statements” in expressing feelings.</li> <li>• Implement stop, think, and act (plan) strategies in solving problems.</li> <li>• Practice group decision making with one’s peers in class meetings.</li> <li>• Identify foods and behaviors that keep the body healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the use of self- talk to calm down.</li> <li>• Brainstorm alternative solutions to inter- personal problems in the classroom.</li> <li>• Analyze how your tone of voice influences how others respond to you.</li> <li>• Analyze the consequences of alternative choices.</li> <li>• Make healthy choices regarding snacks.</li> <li>• Demonstrate reflective listening.</li> <li>• Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways to promote the safety of oneself and others.</li> <li>• Describe the steps of a decision-making model.</li> <li>• Brainstorm alternative solutions to completing an assignment on time.</li> <li>• Practice progressive relaxation.</li> <li>• Demonstrate wise choices in selecting friends.</li> <li>• Demonstrate group decision making.</li> <li>• Plan healthy meals.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Generate alternative solutions to problems.</li> <li>• Analyze the consequences of alternative solutions to selected scenarios.</li> <li>• Develop criteria for evaluating the consequences of a decision for oneself and important others in one’s life.</li> <li>• Demonstrate the steps of a decision-making process:                             <ul style="list-style-type: none"> <li>○ define the problem</li> <li>○ say how you feel</li> <li>○ identify contributing factors</li> <li>○ set a goal</li> <li>○ identify alternative solutions and the consequences of each</li> <li>○ select the best solution</li> <li>○ evaluate the results.</li> </ul> </li> <li>• Apply a decision- making model to solve an interpersonal problem.</li> <li>• Apply a decision- making model to academic challenges.</li> <li>• Demonstrate awareness that feelings influence one’s decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify challenges and obstacles to solving problems.</li> <li>• Identify healthy alternatives to risky behaviors.</li> <li>• Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</li> <li>• Practice aligning non-verbal and verbal communication in refusing unwanted behavior.</li> <li>• Apply a decision- making model to deal with unwanted behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools to manage time better.</li> <li>• Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).</li> <li>• Use a homework organizer.</li> <li>• Demonstrate an ability to set priorities.</li> <li>• Demonstrate an ability to stay on task</li> <li>• Demonstrate an ability to complete assignments on time.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify challenges and obstacles to solving problems.</li> <li>• Identify healthy alternatives to risky behaviors.</li> <li>• Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</li> <li>• Practice aligning nonverbal and verbal communication in refusing unwanted behavior.</li> <li>• Apply a decision-making model to deal with unwanted behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tools to manage time better.</li> <li>• Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).</li> <li>• Use a homework organizer.</li> <li>• Demonstrate an ability to set priorities.</li> <li>• Demonstrate an ability to stay on task</li> <li>• Demonstrate an ability to complete assignments on time.</li> </ul>	<ul style="list-style-type: none"> <li>• List qualities that contribute to friendships.</li> <li>• Describe the effects of procrastination and disorganization on academic outcomes.</li> <li>• Analyze how decision-making skills improve your study habits.</li> <li>• Analyze each step of a decision-making process used in responding to problem scenarios.</li> <li>• Reflect in your journal on the consequences of your recent risk-taking behavior.</li> <li>• Use a decision log for 24 hours to identify influences on your health decisions.                             <ul style="list-style-type: none"> <li>• Demonstrate refusal skills.</li> </ul> </li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3B: Apply decision-making skills to deal responsibly with daily academic and social situations.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Recognize the influence of peers on your academic and social success.</li> <li>• Define methods for addressing interpersonal differences in a positive manner.</li> <li>• Reflect on your responses to everyday problem situations in a journal.</li> <li>• Practice problem-solving skills by answering letters sent to an advice columnist.</li> <li>• Demonstrate how work and social relationships are enhanced through consideration of others’ as well as your own expectations.</li> <li>• Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.</li> <li>• Identify effective time management and organizational skills.</li> <li>• Identify resources that facilitate academic success and social functioning.</li> <li>• Describe the causes and effects on others of one of your behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate how the decisions you make about studying affect your academic achievement.</li> <li>• Evaluate the impact of considering safety factors on relationships.</li> <li>• Evaluate how ethical conduct might improve valued relationships.</li> <li>• Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.</li> <li>• Identify how social relationships impact academic performance.</li> <li>• Analyze how interests, personality traits, and aptitudes affect career choices.</li> <li>• Examine the relationship between academic courses and career goals.</li> <li>• Examine family and friends as sources of support for academic and social decisions.</li> <li>• Evaluate how past relationships impact decisions about future relationships.</li> <li>• Use school and community resources in making academic and social decisions.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3C: Contribute to the well-being of one’s school and community.

Kindergarten	First Grade	Second Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify how you currently help out at home and what else you might do for a caregiver or sibling.</li> <li>• List ways that students can help their class run more smoothly.</li> <li>• Express how you feel about helping out in class or at home.</li> <li>• Describe what you learned about yourself in helping out in class and at home.</li> <li>• Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).</li> <li>• Participate in making and enforcing class rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a way you can help improve your local community.</li> <li>• Describe what you have done to make a positive difference in your class or school and how this made you feel.</li> <li>• Brainstorm ways to help your teacher address a shared concern.</li> <li>• Volunteer to help out at home in a way that goes beyond what you are expected to do.</li> <li>• Participate in developing a class policy on teasing.</li> <li>• Plan and implement a project to improve your local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what you learned about your school or community from your participation in a recent service project</li> <li>• Describe what you learned about yourself from participation in this project.</li> <li>• Analyze the impact on the need addressed of a recent service project in which you participated.</li> <li>• Analyze what you would do differently next time.</li> <li>• Communicate the results of a school or community service project to a parent or community group.</li> <li>• Write a letter to a newspaper editor on a community problem such as homelessness.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3C: Contribute to the well-being of one’s school and community.

Third Grade	Fourth Grade	Fifth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify ways that community workers assist residents in protecting and improving neighborhoods.</li> <li>• Analyze your rights and responsibilities as a member of your school community.</li> <li>• Discuss your reasons for voting as you did in a simulated local, state, or national election.</li> <li>• Participate in making and enforcing classroom rules.</li> <li>• Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).</li> <li>• Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.</li> <li>• Gather information on a community issue or need.</li> <li>• Develop a plan with your classmates to address a community issue or need.</li> <li>• Monitor your progress on implementing a plan to address a community issue or need.</li> <li>• Evaluate implementation of a class plan to address a community issue.</li> <li>• Make recommendations on how you would improve a plan that addresses a community issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with other students to plan and implement a service project in your school.</li> <li>• Describe ways of showing respect for your school environment.</li> <li>• Support activities of various groups in your school.</li> <li>• Contribute in positive ways to your home environment.</li> <li>• Describe the role of a community service worker.</li> <li>• Plan and implement with other students a service project in your community.</li> <li>• Plan a field trip to a community agency.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3C: Contribute to the well-being of one’s school and community.

Sixth Grade	Seventh Grade	Eighth Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.</li> <li>• Gather information on a community issue or need.</li> <li>• Develop a plan with your classmates to address a community issue or need.</li> <li>• Monitor your progress on implementing a plan to address a community issue or need.</li> <li>• Evaluate implementation of a class plan to address a community issue.</li> <li>• Make recommendations on how you would improve a plan that addresses a community issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with other students to plan and implement a service project in your school.</li> <li>• Describe ways of showing respect for your school environment.</li> <li>• Support activities of various groups in your school.</li> <li>• Contribute in positive ways to your home environment.</li> <li>• Describe the role of a community service worker.</li> <li>• Plan and implement with other students a service project in your community.</li> <li>• Plan a field trip to a community agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sources of information about your community.</li> <li>• Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).</li> <li>• Analyze what you learned about yourself and the community from involvement. In a community improvement activity.</li> <li>• Analyze the consequences of participating or not participating in the electoral process.</li> <li>• Collect information about how groups are working to improve the community.</li> <li>• Evaluate a recent project that addressed a community need or issue.</li> <li>• Make a plan with your family to participate in a community improvement activity.</li> </ul>	

Standard 3: Responsible Decision-making

A child’s approach to problem solving that involves learning from others and from his/her own previous experiences, using his/her values to guide actions and accepting responsibility for his/her decisions. A child’s tendency to be careful and reliable in her/his actions and contributing to group efforts.

3C: Contribute to the well-being of one’s school and community.

9 <sup>th</sup> -10 <sup>th</sup> Grade	11 <sup>th</sup> -12 <sup>th</sup> Grade	Instructional Resources Available
<ul style="list-style-type: none"> <li>• Defend a position on an issue or public event in a simulated congressional debate.</li> <li>• Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.)</li> <li>• Evaluate your participation in a simulated state or federal election.</li> <li>• Describe the role of political parties and interest groups and how they differ in their positions on issues.</li> <li>• Describe the roles of voluntary organizations in a democratic society.</li> <li>• Explain how one’s decision and behaviors affect the well-being of one’s school and community.</li> <li>• Identify possible service projects to do within your school.</li> <li>• Identify possible service projects to do within your community.</li> <li>• Explain how one’s decisions and behaviors affect the well-being of one’s school and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how various organizations contribute to the well-being of your community.</li> <li>• Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.</li> <li>• Evaluate how you might improve your participation in a service project in your school or community.</li> <li>• Design a survey to identify school needs.</li> <li>• Prioritize identified school needs.</li> <li>• Compare and contrast government’s record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).</li> <li>• Develop a project and action plan to address an identified school need.</li> <li>• Conduct research on a school need of interest.</li> <li>• Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).</li> <li>• Communicate the results of a group service project to interested school and community groups.</li> </ul>	