

Concord Community Schools **Social Emotional Learning Standards**

Board Adopted
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Presented by:

Jessica Deraedt, *Director of Interventions and Student Supports*
Kelly Otto, *Concord High School Counselor*

With significant contributions from:

Positive Student Well-Being Committee

Rebecca Hutchinson

Melinda Spicer

Betsey Stacks

Jenny Lamb

Pam Bauman

Mike Bauman

Adrienne Roth

Carol Roper

Shane Reiniche

Lisa Mattson

Teddy Colangelo

Self-Awareness

Demonstrate an awareness of your emotions.

Learning Area
(K-12)

Junior Jackets	Kindergarten	First Grade	Second Grade
Begin to build an emotional vocabulary to describe feelings.	Continue to build an emotional vocabulary to describe feelings.		Develop an ability to recognize and identify emotions you experience.
Express an emotion through play.	Express feelings through speech and drawing in contexts.		Identify and label your responses to various situations.

**Focus Area
(K-12)**

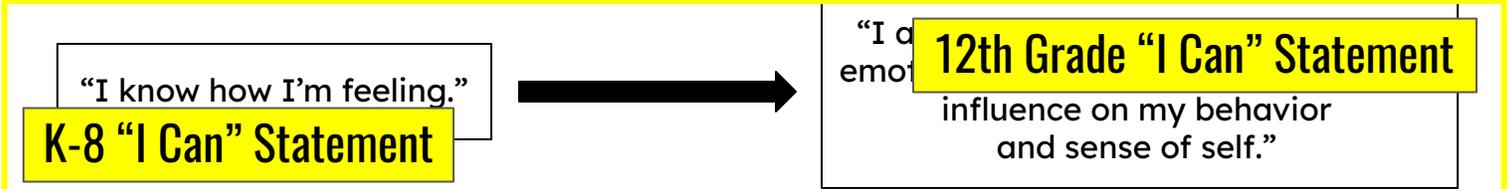
This page explains the page layout including what each section or label represents

Third Grade	Fourth Grade	Fifth Grade
Practice expressing positive feelings about others.	Recognize intensity levels of emotions.	Begin to recognize that thoughts, emotions, and behaviors are all linked; explore how they are all connected.
Begin to recognize personal "triggers" within various settings.	Identify factors that cause stress (both positive and negative).	Explore how physical wellness can impact emotional wellness.

**K-8 Standards/Learning Targets
(Grade-Level-Specific)**

Sixth Grade	Seventh Grade	Eighth Grade
Monitor transitions in your emotions over time and reflect on their causes.	Begin to recognize and label "thinking traps"/"automatic negative thoughts" you experience and practice reframing them.	Begin to distinguish how you really feel from how others expect you to feel.
Recognize the way different settings, people, and places influence your emotions and mood.	Recognize how current events may trigger an emotional reaction.	Recognize how others' responses to current events can impact your own emotions and behaviors.

High School	
<ul style="list-style-type: none"> Distinguish how you experience emotions. Continue to analyze and describe your emotions. Recognize automatic thoughts and feelings. Using self-reflection, identify factors that cause stress. Analyze why current events may trigger an emotional reaction. 	<p>9-12 Standards/Learning Targets (Building-Specific)</p> <p>Recognize how others' responses to current events can impact your own emotions and behaviors.</p>



Self-Awareness

Demonstrate an awareness of your emotions.

Junior Jackets	Kindergarten	First Grade	Second Grade
Begin to build an emotional vocabulary to describe your feelings.	Continue to build an emotional vocabulary to describe your feelings.	Recognize and label your emotions/feelings when they are being experienced.	Demonstrate an ability to reflect on previous experiences and identify a range of emotions you have experienced.
Express various feelings and emotions through play.	Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.	Begin to recognize body sensations associated with different emotions and situations.	Recognize and label your physical responses to strong emotions.

Third Grade	Fourth Grade	Fifth Grade
Practice expressing positive feelings about others.	Recognize intensity levels of your emotions.	Begin to recognize that thoughts, emotions, and behaviors are all linked; describe how they are all related.
Begin to recognize personal "triggers" within various settings.	Identify factors that cause stress (both positive and negative).	Explore how physical wellness can impact emotional wellness.

Sixth Grade	Seventh Grade	Eighth Grade
Monitor transitions in your emotions over time and reflect on their causes.	Begin to recognize and label "thinking traps"/"automatic negative thoughts" you experience and practice reframing them.	Begin to distinguish how you really feel from how others expect you to feel.
Recognize the way different settings, people, and places influence your emotions and mood.	Recognize how current events may trigger an emotional reaction.	Recognize how others' responses to current events can impact your own emotions and behaviors.

High School
<ul style="list-style-type: none"> • Distinguish how you really feel from how others expect you to feel. • Continue to analyze and recognize how thoughts, emotions, and behaviors are all linked. • Recognize automatic negative thoughts and have the ability to reframe them. • Using self-reflection skills, discern whether the intensity level of emotions match the situation. • Analyze why current events and the reactions of others may trigger an emotional or behavioral reaction.

"I know how I'm feeling."



"I am able to accurately identify my emotions and thoughts as well as their influence on my behavior and sense of self."

Self-Awareness

Demonstrate an awareness of your personal qualities and external supports.

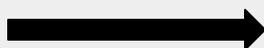
Junior Jackets	Kindergarten	First Grade	Second Grade
Show an emerging sense of self through identifying your own likes, dislikes, and needs.	Describe the things you do well and your personal strengths.	Identify the values that help you make good choices.	Describe a skill you may need help in order to improve.
Begin to identify the people who can give you the help you need within your family, school, and community.	Recognize how and where to get help in an emergency situation.	Identify various helpers and trusted adults in your home and school communities.	Demonstrate appropriate ways to ask for help when needed.

Third Grade	Fourth Grade	Fifth Grade
Describe ways you support peers in school.	Describe your personal identity.	Describe the personal traits you possess that make you successful members of your classroom and school community.
Discuss how to, and practice, requesting help from an adult appropriately (big problem vs. small problem).	Describe ways families can support students in school.	Recognize and analyze qualities of positive role models in your life.

Sixth Grade	Seventh Grade	Eighth Grade
Prioritize personal traits and interests that you want to develop; explore opportunities to develop them.	Explore how your personal traits and temperaments influence choices, successes, and areas of growth.	Begin to identify and embrace characteristics about yourself that you cannot change.
Name and describe community resources that help support students, their families, and others within the community.	Explore how adult role models influence your choices and aspirations for the future.	Explore different outside influences on the development of your personal traits.

High School
<ul style="list-style-type: none"> Identify and develop a connection with at least one adult in your high school community that you have mutual trust with. Embrace characteristics about yourself that you cannot change (race, ethnicity, disability, etc.) Utilize personal strengths to support those around you. Reflect on how outside influences impact the development of your personal traits and discern whether those influences are supportive or non-supportive. Explore possible career and future opportunities based on your interests, strengths, and personal aspirations for your future.

“I have strengths and supporters.”



“I am aware of my positive personal qualities, those who support me, and how these factors foster my future growth.”

Self-Awareness

Demonstrate resilience and a 'growth mindset'.

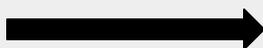
Junior Jackets	Kindergarten	First Grade	Second Grade
Demonstrate an ability to tolerate some degree of change, surprises, and uncertainty.	Demonstrate a willingness to explore new things.	Demonstrate a basic understanding of what having a 'growth mindset' means.	Independently, or with the help of an adult, define and give examples of 'growth mindset' vs. 'fixed mindset.'
Demonstrate confidence in your ability to learn.	Demonstrate an ability to ask questions and seek answers to things you do not understand.	Describe a time when you kept trying in a challenging situation.	Demonstrate a basic understanding of the brain (e.g.: 'my brain is a muscle,' etc.).

Third Grade	Fourth Grade	Fifth Grade
Define 'effort' and its importance in multiple areas of your life (e.g.: academic, social, etc.).	Demonstrate a basic ability to reframe negative situations.	Describe how 'growth mindset' can be applied to multiple areas of your life (e.g.: academic, social, etc.).
Demonstrate an ability to engage in positive self-talk.	Define resiliency and why it is important.	Demonstrate a basic understanding of the brain and neuroplasticity.

Sixth Grade	Seventh Grade	Eighth Grade
Demonstrate an ability to receive feedback and utilize it in a constructive way.	Describe why seeking approval from others/comparing yourself to others is unhealthy.	Demonstrate an ability to reframe a current challenge or setback you experience in school into an opportunity for growth.
Identify strategies for persevering through challenges.	Explain how struggling can make you a stronger person and more capable learner.	Define what it means to "live a life of purpose"; reflect on what a 'life of purpose' means to you.

High School
<ul style="list-style-type: none"> Respond confidently to feedback from peers and adults. Recognize the positives in negative situations and utilize those positives to reframe perceived negatives. Reflect on a personal challenge and describe how overcoming that challenge has made you more resilient.

"I have a growth mindset."



"I can use my growth mindset to reframe and grow through challenges and perceived setbacks."

Self-Management

Demonstrate an ability to manage emotions and behavior.

Junior Jackets	Kindergarten	First Grade	Second Grade
Grow in your capacity to avoid harming yourself, others, or things when expressing feelings, needs, and opinions.	Describe verbal and nonverbal ways to express emotions in different settings.	Demonstrate an ability to adjust and modify unsafe or inappropriate classroom behaviors by using gentle cues (verbal and nonverbal) from adults in your environment.	Identify whether behaviors or reactions when experiencing various situations/events are appropriate (e.g.: safe, proportional, etc.); begin to modify unsafe or inappropriate classroom behaviors independently.
Begin to regulate your impulses (e.g.: communicate wants/ needs, wait for something you want, use a hand signal with an educator, etc.).	Begin to identify and practice basic ways to calm yourself when feeling difficult and/or negative emotions (e.g.: deep breathing, movement, drawing, etc.) within the expectations of various settings.	Continue to regulate impulses through the demonstration of patience and basic calming skills in a variety of situations and settings.	Demonstrate ways to express strong emotions in a respectful manner.

Third Grade	Fourth Grade	Fifth Grade
Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.	Evaluate ways of dealing with upsetting situations (e.g: being left out, losing, rejection, being teased, etc.); employ what you have learned when dealing with upsetting situations.	Utilize appropriate time and place to safely process emotions independently, with a trusted adult, or with peers
With the assistance of an adult, identify and employ personal coping strategies which can be used to manage difficult and/ or negative emotions as well as "triggers" within the expectations of various settings.	Recognize the importance of self-care. Develop personal self-care strategies/a self-care plan.	Practice and tolerate engaging in high pressure situations (e.g., taking a test, participating in a competitive activity).

Sixth Grade	Seventh Grade	Eighth Grade
Demonstrate an ability to walk away from an emotional or overwhelming situation.	Evaluate how emotions expressed in different settings impact the outcome of a situation.	Practice dealing appropriately with being wrongly accused of something.
Demonstrate an ability to identify and independently employ coping strategies to help manage stressful situations.	Identify emotional states that contribute to or detract from your ability to problem solve.	Reflect on possible consequences (both positive and negative) before expressing an emotion or engaging in a particular behavior.

High School
<ul style="list-style-type: none"> Develop and employ a personal self-care plan that promotes physical, emotional and social wellness. Independently utilize coping skills to manage difficult emotions before they impact your ability to engage. Utilize self-monitoring skills to discern when you need to ask for support, utilize self-care or employ coping skills.

"I control my own emotions and behaviors."



"I can self monitor my emotions and behaviors while also independently utilizing coping tools and a self-care plan in a preventative way."

Self-Management

Demonstrate a sense of personal responsibility.

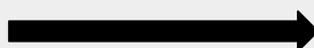
Junior Jackets	Kindergarten	First Grade	Second Grade
Show an increasing ability to follow simple, clear, and consistent directions and rules	Understand your personal responsibility to meet schoolwide safety expectations knowing they promote a safe and productive environment.	Define what it means to be responsible and explain the benefits of being responsible.	Differentiate between the truth and a lie.
Begin to organize basic projects and play while treating materials and classroom property with respect.	Begin to take action to fix your mistakes, solve problems, and find answers to questions.	Exhibit a growing capacity to define and follow acceptable personal and social boundaries.	Recognize that there are positive and negative consequences for your choices and actions.

Third Grade	Fourth Grade	Fifth Grade
Analyze what you may have done/would do differently in a difficult situation, or a situation for which there was a negative outcome.	Actively participate in the classroom learning process (e.g.: participate in discussion, complete assigned tasks and roles, ask for help when needed, etc.).	Identify the areas of school and life that are within your control.
Demonstrate an awareness of how your behavior affects others.	Begin to demonstrate an ability to take ownership of your own actions (both positive and negative).	Demonstrate an ability to say "no" to negative peer pressure and/or describe situations during which saying "no" to negative peer pressure would be appropriate.

Sixth Grade	Seventh Grade	Eighth Grade
Demonstrate an ability to take initiative and work independently.	Identify health behaviors you can choose which support your overall wellbeing (e.g.: physical, mental, emotional, and social).	Explain the connection between choice and responsibility.
Recognize, establish, and adhere to your own personal boundaries.	Explore the short and long-term outcomes of risky and harmful behaviors on your health and wellbeing.	Analyze the effect taking responsibility (or not) can have on yourself and others.

High School
<ul style="list-style-type: none"> • Appropriately respond to pressure from others through maintenance of your own personal boundaries. • Demonstrate an ability to take ownership of your actions (both positive and negative). • Analyze the short and long term outcomes of various behaviors and apply that knowledge in future decision making.

"I am responsible for myself and my actions."



"I am responsible for my own behavior, actions, decisions and their resulting outcomes."

Self-Management

Demonstrate skills related to achieving personal and academic goals.

Junior Jackets	Kindergarten	First Grade	Second Grade
Demonstrate an increasing capacity to pay attention, focus, concentrate, and be involved in classroom activities.	Demonstrate a reasonable self- perception of confidence; can make independent choices and explain discoveries.	Demonstrate a basic understanding of the many ways you learn.	Identify ways both you and peers might improve classroom behavior.
Demonstrate an ability to carry out and follow through on simple tasks that help yourself and others.	Demonstrate an ability to begin to break a task into manageable steps without assistance.	Demonstrate an ability to determine whether a decision is within your ability to control.	Identify qualities of a successful person.

Third Grade	Fourth Grade	Fifth Grade
With the help of an adult, provide examples of personal and academic goals you could set for yourself.	Define the components of a SMART Goal.	Develop a short-term goal with action steps to be accomplished within one month.
Explain the relationship between success in school and becoming what/who you want to be.	Recognize the differences between short and long-term goals; provide examples of when to use each type of goal.	Evaluate your level of achievement with regard to your goal.

Sixth Grade	Seventh Grade	Eighth Grade
Set a goal that you could expect to achieve in one month to improve some aspect of your school performance (e.g.: social, behavioral, academic, etc.). Break your goal into manageable action steps and make progress toward accomplishing them.	Develop a SMART Goal you could expect to achieve in one month (short-term) to improve some aspect of your school performance (e.g.: social, behavioral, academic, etc.). Break your goal into manageable action steps and make progress toward accomplishing them.	Develop a SMART Goal you could expect to achieve over the course of the school year (long-term) to improve some aspect of your school performance (e.g.: social, behavioral, academic, etc.). Break your goal into manageable action steps and make progress toward accomplishing them.
Analyze how academic and personal goals can be impacted by various intrinsic and extrinsic factors (e.g.: peer pressure, socioeconomic status, use of illegal substances, stress level, etc.).	Identify obstacles you have overcome related to your goal; recognize how conditions and people have contributed to your success in achieving said goal.	Explore how current decisions about health behaviors (e.g.: physical, mental, emotional, and social) may impact future success. As needed, with the help of a trusted adult, make a plan for improvement.

High School
<ul style="list-style-type: none"> • Demonstrate an ability to manage time and tasks. • Analyze how current decisions about health behaviors (ie: physical, mental, emotional, and social) will impact future success. • Develop a SMART Goal for your HS career to improve some aspect of your school performance and self-monitor/re-evaluate in annually.

“I can achieve my goals.”



“I am able to set, monitor, re-evaluate and achieve personal goals. ”

Social Awareness

Recognize the feelings and perspectives of others.

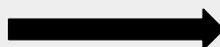
Junior Jackets	Kindergarten	First Grade	Second Grade
Demonstrate an ability to make comforting gestures toward peers and others who are in distress.	Describe how others are feeling based on their facial expressions and gestures.	Recognize that your words and actions can hurt others.	Describe how people interpret the same situation differently; put yourself in their shoes.
Begin to explore how your actions may make others feel (e.g.: interrupting others may make them sad, sharing with others may make them feel included, etc.).	Demonstrate concern for others who may be excluded from activities for various reasons.	Recognize how changing your behaviors can impact how others feel and respond.	Demonstrate an interest in the perspectives of others.

Third Grade	Fourth Grade	Fifth Grade
Recognize how changing your behaviors can impact how others feel and respond.	Evaluate how a change in behavior of one side of a disagreement affects the other side.	Begin to understand and explore why others may hold different opinions from your own.
Define what 'empathy' means and identify reasons showing empathy/being empathetic are important.	Explore how others may feel about various situations and try to view situations from other's perspectives (show empathy toward others).	Describe others' feelings in a variety of situations.

Sixth Grade	Seventh Grade	Eighth Grade
Analyze ways your behavior may affect the feelings of others.	Accept and show respect for other peoples' opinions, even if they are not your own.	Differentiate between the factual and emotional content of what a person says.
Describe how classmates who are the subject of rumors or bullying might feel.	Explore the barriers to effective communication.	Explore why both parties in a conflict feel as they do.

High School
<ul style="list-style-type: none"> Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree. Demonstrate respect for others' viewpoints, opinions, and decisions. Analyze, explore, and begin to understand why others may interpret situations differently.

"I can demonstrate empathy."



"I can show empathy toward others by acknowledging, appreciating and respecting their viewpoints."

Social Awareness

Demonstrate a desire to positively contribute to your school and community.

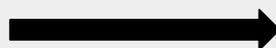
Junior Jackets	Kindergarten	First Grade	Second Grade
Begin to understand the importance of taking care of resources in your school and community.	With direction/assistance from an adult, perform activities that help within the classroom or school community.	Demonstrate an interest in seeking out new opportunities to help within the classroom or school community.	Explore roles you have within various communities (e.g.: classroom, grade level, school, home, etc.).
Demonstrate an ability to interact positively with an increasing number of people within the school community- beyond their families and primary caregivers.	Begin to demonstrate an ability to participate successfully as a group member.	Define what a community is and why it is important.	Identify characteristics of positive citizenship within your school and community.

Third Grade	Fourth Grade	Fifth Grade
Identify reasons for making positive contributions to your school and community.	Identify ways individuals can influence change in policies, agencies, and institutions that affect individuals and the community.	Demonstrate a basic understanding of what a Needs Assessment is, and how to facilitate one.
Demonstrate citizenship within your classroom and school community.	Define what it means to be an advocate; describe advocacy skills you have.	Define and explore the role of volunteerism within our society.

Sixth Grade	Seventh Grade	Eighth Grade
Work cooperatively with others to facilitate a Needs Assessment within your school community.	Identify a need within the community; using feedback from peers and adults in your school community, develop a strategy to address the identified need.	Explore the most recent data from the annual MiPHY survey; with the assistance of peers and adults, identify an area of need.
Evaluate the impact of an activity you were involved with that improved your school or home community.	Identify and explain how current behaviors and decisions affect the well-being of your school and community.	Work cooperatively with others to implement a strategy to address an area of need within your school or community.

High School
<ul style="list-style-type: none"> Analyze the most recent data from our MiPHY survey; identify an area of need and a strategy to address it. Facilitate a Needs Assessment within your school and/or community and work cooperatively with others to implement a strategy that addresses found need(s). Analyze how your behaviors and decisions reflect upon your school and community.

“I can make a difference in my school and community.”



“I recognize the needs within my school and community and am able to help address them.”

Social Awareness

Demonstrate an awareness of individual and group similarities and differences, as well as a respect for human dignity.

Junior Jackets	Kindergarten	First Grade	Second Grade
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, etc.).	Recognize that all people are similar in the needs that they share.	Describe family traditions you have and why they are important to you; explore traditions others have.	Recognize the existence of various groups based on different variables..
Practice treating others the way you would want to be treated.	Demonstrate an increasing respect for the rights of others, e.g.: everyone has a right to be safe, be respected, etc.	Discuss ways that people are similar and different.	Define what human dignity is and why it is something to be respected.

Third Grade	Fourth Grade	Fifth Grade
Describe the basic rights of all individuals.	Identify contributions of various social and cultural groups.	Explore the various points of view expressed on a historical, political, or social issue.
Define labeling, stereotyping, discrimination, and prejudice; explore why these are negative concepts.	Recognize that people from different cultural and social groups share many things in common and identify similarities/differences in a non-judgemental way.	Demonstrate an ability to listen respectfully to opposing points of view on different issues.

Sixth Grade	Seventh Grade	Eighth Grade
Explore strategies for building relationships with others who are different from oneself.	Explain how a lack of understanding of social and cultural differences can contribute to intolerance.	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
Analyze why students who are different may be teased or bullied.	Identify ways to overcome misunderstanding among various groups.	Describe examples of how the media portray various groups.

High School
<ul style="list-style-type: none"> Recognize how positive or negative stereotypes of an individual or group can be unconscious and may lead to prejudice and discrimination. Demonstrate respect for individuals from different social and cultural groups. Demonstrate strategies for building relationships with others who are different from oneself.

“I respect and value everyone.”



“I am able to recognize group differences while also demonstrating respect for everyone.”

Relationship Skills

Use communication and social skills to develop and maintain positive relationships.

Junior Jackets	Kindergarten	First Grade	Second Grade
Demonstrate basic positive communication/ social skills (e.g.: using 'please' and 'thank you', sharing with others, etc.).	Practice sharing encouraging comments with others and accepting encouraging comments from others.	Practice introducing yourself to others within your school community that you don't know.	Identify ways to build positive relationships with peers, family and others.
Show an increasing ability to initiate and sustain age appropriate play and interactions with peers and adults.	Identify traits of a good friend and discuss things you do that make you a good friend.	Demonstrate progress in developing and maintaining friendships.	Demonstrate an ability to actively listen to others (e.g.: making eye contact, nodding, asking questions, etc.).

Third Grade	Fourth Grade	Fifth Grade
Demonstrate expressing appreciation to someone who has helped you.	Define what peer pressure is; reflect on times in your life that you have felt peer pressure from others.	Explore the differences between negative and positive peer pressure.
Identify and demonstrate cooperative behaviors in a group.	Demonstrate support for others' contributions to a group/team effort.	Begin to develop and demonstrate higher- level active/reflective listening skills (e.g: use paraphrasing to let others know you've heard them, use follow-up questions to clarify messages, etc.).

Sixth Grade	Seventh Grade	Eighth Grade
Differentiate among passive, assertive, and aggressive responses to peer pressure.	Begin to demonstrate an ability to both assume leadership, and be a team player, in achieving group goals.	Analyze differences in the distribution of power in various relationships and how this affects communication styles.
Reflect on your own personal values; begin to develop friendships based upon shared personal values.	Reflect on activities you've been involved in with your peer group; analyze whether those activities were healthy (e.g.: physically, mentally, etc.).	Explore the way you use social media and whether it impacts your ability to develop and sustain positive relationships.

High School
<ul style="list-style-type: none"> • Demonstrate higher-level active and reflective listening skills with peers and adults. • Analyze the way you use social media and whether it impacts your ability to develop and sustain positive relationships. • Demonstrate an ability to assume both leadership and be a team player. • Use assertive communication to ensure your needs are met without negatively impacting others.

"I have positive relationships with others by using my communication and social skills."



"I am able to develop and maintain positive relationships with others by utilizing various communication and social skills."

Relationship Skills

Demonstrate an ability to prevent, manage, and resolve conflict with others.

Junior Jackets	Kindergarten	First Grade	Second Grade
Begin to develop and practice use of basic problem-solving and conflict resolution skills.	Describe situations at school in which classmates might disagree and experience conflict.	Recognize that there are many ways to solve conflicts.	Practice using "I-statements" to express how you feel when someone has hurt you emotionally.
Identify interpersonal problems that need adult attention; ask for help from trusted adults as needed to help solve conflicts.	Explain how conflict can turn to violence; with the help of peers and adults, begin explore alternative ways to resolve conflicts.	Begin to distinguish between constructive and destructive ways of resolving conflict.	Recognize that conflict is a natural part of life and isn't always a negative thing.

Third Grade	Fourth Grade	Fifth Grade
Demonstrate graciousness in winning and losing.	Take responsibility for one's mistakes.	Explain how resolving a conflict with a friend could strengthen the friendship.
Explain what a rumor is and how it hurts others.	Describe ways to express forgiveness.	Practice turning criticism into constructive feedback.

Sixth Grade	Seventh Grade	Eighth Grade
Practice maintaining an objective, non-judgemental tone during disagreements and debates.	Analyze the causes of a physical or verbal fight that you observed and prevention strategies.	Practice teaching conflict resolution skills to younger peers.
Use self-reflection to determine how to stop the spread of rumors.	Analyze differences in resolving conflicts in different types of relationships.	Explore different approaches to dealing with conflict (e.g.: avoidance, compliance, negotiation) and why you may have to use different strategies for dealing with different situations.

High School
<ul style="list-style-type: none"> • Reflect on your role in previous conflicts and use that information to influence your future decisions. • Analyze and apply different approaches to dealing with conflict and understand why you may have to use different strategies for dealing with different situations. • Demonstrate an ability to coexist respectfully in the face of unresolved conflict.

"I can manage and resolve conflicts peacefully."



"I can attempt to resolve, learn from and manage conflict with a respectful and calm approach."

Responsible Decision Making

Consider personal, ethical, safety, and societal factors in making decisions.

Junior Jackets	Kindergarten	First Grade	Second Grade
Explain why hitting or yelling at someone is hurtful and unfair.	Identify behaviors that keep you healthy.	Recognize personal behaviors that are dangerous (e.g., riding a bike without a helmet, accepting a ride from someone you don't know, etc.).	Identify factors that can make it hard for a student to make the best decision(s) in the classroom.
Describe school and community- based situations when you might feel unsafe and need help (e.g., crossing a busy parking lot, being approached by a strange adult).	Recognize that you have choices in how to respond to situations.	Describe classroom and school rules; with the assistance of an adult, describe why these rules are important.	Analyze how your tone of voice influences how others respond to you.

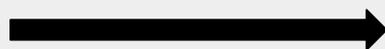
Third Grade	Fourth Grade	Fifth Grade
Identify examples of ethical behavior by those in your life or characters in stories (e.g., fairness, honesty, respect, compassion).	Recognize the difference between helpful and harmful behaviors in relationships.	Analyze what it means to be responsible for one's own health.
Describe what it means to be dependable and why this is sometimes difficult.	Recognize that an individual is responsible for his/her behavior.	Explain why it is important to obey rules and laws; explore whether there are situations when not obeying rules or laws may be acceptable.

Sixth Grade	Seventh Grade	Eighth Grade
Describe the effects of procrastination and disorganization on academic outcomes and your health.	Explore the impact of unethical or destructive behavior on family, friends, or loved ones.	Consider how fairness and respect would influence planning, implementing, and evaluating a service project in your school or community.
Analyze the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).	Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.	Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.

High School

- Demonstrate an ability to consider personal, ethical, safety, and societal factors when making decisions.
- Recognize the ramifications of unethical, unsafe, or destructive behavior on yourself, your family, school, and community.

"I can make ethical and safe decisions."



"I am able to safely consider multiple factors and their ramifications when making decisions."

Responsible Decision Making

Apply decision making skills to deal responsibly with daily academic and social situations.

Junior Jackets	Kindergarten	First Grade	Second Grade
Use materials purposefully, safely, and respectfully a majority of the time.	Recognize and model what appropriate touch is.	Participate responsibly in group decision making with peers during classroom activities.	Demonstrate an ability to stay on task.
Manage transitions and follow routines a majority of the time.	Practice saying "no" to protect yourself from unsafe situations.	Demonstrate respect for the property of others.	Discuss and decide with adults and peers in your classroom community what is fair in responding to situations that arise in the classroom.

Third Grade	Fourth Grade	Fifth Grade
Demonstrate what it means to accept responsibility for one's actions with regard to school work.	Describe the steps of a decision-making model.	Practice aligning non-verbal and verbal communication in refusing unwanted behavior.
Identify challenges and obstacles to solving problems; identify which challenges/obstacles you can control.	Demonstrate an ability to set priorities.	Identify tools to manage time more effectively.

Sixth Grade	Seventh Grade	Eighth Grade
Identify and practice refusal skills for unsafe behaviors (e.g.: drugs and alcohol, gang involvement, etc.).	Understand and identify differences between safe and risky behaviors in a relationship.	Evaluate how the decisions you make about studying affect your academic achievement; with the help of an adult, develop a plan for improvement as needed.
Practice using a decision making model to respond to an academic or social problem you have.	Identify factors that can make it hard to make the best decisions at home or at school; develop a plan to address these factors.	Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence.

High School
<ul style="list-style-type: none"> Apply decision making skills to foster responsible social and work relations to make healthy lifelong choices. Reflect on and evaluate your past decision-making and modify the decisions made as needed.

"I can make responsible decisions in school and with others."



"I can make, evaluate and modify decisions to deal responsibly with academic and social situations."