

Key Expectations	PreK - 2	Grades 3, 4, 5	Middle School	High School
	Students will develop an understanding of the world around them and how their interactions impact others both positively and negatively. Students will develop a sense of right and wrong and advocate for what he/she believes.	Shared common language- Equity- Sing a song (Figuratively)- Fairness = equity- Teaching the child		
Mindfulness/Emotion Wellness Humility Emotional Intelligence Expressing feelings	<ul style="list-style-type: none"> - Identify healthy choices - Express feelings appropriately - Courage to embrace feelings - Express kindness and forgiveness - Develop an understanding of resilience - Develop an understanding of empathy, compassion, and care for others 	<ul style="list-style-type: none"> - Take ownership of student-directed self-monitoring - Embrace growth mindset / Take risks (Learn how to deal with losing.) - Effectively communicate feelings and resolve conflicts appropriately - Self-advocating for success -Expressing Kindness and forgiveness 	<ul style="list-style-type: none"> - Making healthy choices - Expressing feelings - Embrace own emotions and feelings - understand importance of personal growth and emotional wellness - Being present - Self regulation - Mindfulness minute -Expressing Kindness and forgiveness 	<ul style="list-style-type: none"> - Self-advocate / Ask for help - Grit / Perseverance - Critical thinking - Foster a culture of resilience and determination (growth mindset) - Embrace own emotions and feelings - understand importance of personal growth and emotional wellness - Compassion - Mindfulness minute - Develop a sense of humility - Foster a culture of resilience and determination (growth mindset) - Embrace own emotions and feelings - understand importance of personal growth and emotional wellness
Character Development Advocacy Honesty Integrity Responsibility Resilience Conflict Resolution Digital and global citizenship Sense of duty Compassion Courage Grit / Determination	<ul style="list-style-type: none"> - Understanding that making mistakes is okay - Labeling your feelings - Introduce these terms and have students begin to understand these terms - Teach communication skills 	<ul style="list-style-type: none"> - Speak up respectfully - Begin self-advocacy - Learning to adjust to change - Redefining failure and its benefits - Digital citizenship - No means No? - Sportsmanship - Understanding / developing a celebration of own success / success of others Empowering Upstanders 	<ul style="list-style-type: none"> - Time management skills - Self -advocacy - Ability to stand up for each other and themselves Courage and Empowering Upstanders - Develop a sense of humility - Foster a culture of resilience and determination (growth mindset) - Conflict resolution - Digital citizenship - Using these character traits to be able to take responsibility for their mistakes 	<ul style="list-style-type: none"> - Using these character traits to be able to take responsibility for their mistakes - Responding to feedback and criticism - School wide community service effort - Mandatory community service Empowering Upstanders
ALL THESE NEED TO BE INCORPORATED IN THE LARGER CURRICULUM SO THAT IT IS EMBEDDED THROUGHOUT THE SCHOOL LIFE EXPERIENCE.				
Cultural Competency Equity Empathy/Compassion Interdependence Understanding the world around us Respect Digital and global citizenship	<ul style="list-style-type: none"> - Develop understanding of diversity and unity. - Expose to authentic models / examples from the community - Promote/introduce books that present other cultures / religions - Provide multicultural lenses for social studies in a non-stereotypical manner - in an ongoing manner 	<ul style="list-style-type: none"> - Empathy - Conflict resolution - Team work / Collaboration - Listening, respecting - Respecting other points of view - Digital citizenship - Civic awareness and responsibility - Provide multicultural lenses for social 	<ul style="list-style-type: none"> - Empathy - Digital Citizenship - Bias and prejudice - Conflict resolution - Collaboration - Civic awareness and responsibility - Provide multicultural lenses for social for social studies in a non-stereotypical 	<ul style="list-style-type: none"> - Digital citizenship - Civic awareness and responsibility - Bias and prejudice - Global citizenship and activism > power to make a change - Empathy - Cultural competency graduation requirement - Detention to include service, mindfulness and

	<ul style="list-style-type: none"> - Promote sharing, fairness and inclusion - Civic awareness and responsibility - Develop caring for yourself, others and the earth. - 1 - 5 minutes presentation daily of a different famous person from around the world not related to what culture / religion is celebrated (We like 5 - 10 minutes. 5 minutes max) 	<ul style="list-style-type: none"> studies in a non-stereotypical manner - Sharing, fairness and inclusion - Civic awareness and responsibility 	<ul style="list-style-type: none"> manner - Sharing, fairness and inclusion - Civic awareness and responsibility - Awareness of differences / Respect all students - Emphasis on commonalities 	
<p>Discipline Restorative Practices Understanding Identify Develop Communication Conflict Resolution</p>	<ul style="list-style-type: none"> - Understand the principals of RP (This should be at each level, more sophisticated as you go.) - Identify who is affected by misbehaviors, and how developing appropriate ideas for how to make things right when harms have occurred - Learn to communicate how they are affected by given situations - Teacher guided dialogue (or admin.) - Apology and encourage positive interaction with those involved - Model self-advocacy - Victim impact statement 	<ul style="list-style-type: none"> - Teaching shared language - Age-appropriate logical consequences tied to service (How do we incorporate this to the lesson?) (Responsible classroom) - Engage students with situations (Teachable moment) - Victim impact statement - Educational component - (incremental based age & delivery method) - Adult participation in process & model restorative paractices - Do not wave away with an okay - (Avoid Minimizing) 	<ul style="list-style-type: none"> - Logical consequences tied to service - Consequences should be viewed as a learning experience (food fight --> clean cafeteria) - Educational component - Conflict resolution - Acknowledge ownership of actions - Adult intervention (conference; counseling, Post - incident conference - Victim impact statement 	<ul style="list-style-type: none"> - Logical consequences tied to service (food fight - clean cafeteria) - Victim impact statement - Educational component - Counseling