

Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.

Standard 1A-Identify and manage ones emotions and behavior.

(Pre-K- Standard 30.A– Identify and mangle one’s emotions and behavior.)

<p>Exploring</p> <ol style="list-style-type: none"> 1. Begin to label own basic emotions with teacher assistance (e.g., Teacher: “How does that make you feel when they don’t let you play here?” Child: “That makes me mad.”). 2. Begin to increase ability to follow early childhood environment rules and procedures (e.g., accept need to wait when interested in playing at the sand table when it is already “full”). 3. Begin to respond appropriately to teacher intervention when not following early childhood environment rules (e.g., stops throwing sand when asked most of the time). 4. Begin to use materials safely and with purpose. 	<p>Developing</p> <ol style="list-style-type: none"> 1. Identify the emotions of characters in a storybook (e.g., “How do you think that made her feel when...?”). 2. Increase ability to control impulses and follow rules (e.g., wait for teacher approval before opening the early childhood environment door to the outdoor play area). 3. Can discuss with teacher reason for teacher intervention when not following classroom rules (e.g., Teacher: “You need to come off the slide now. Do you know why?” Child: “Because I’m climbing up the slide instead of the stairs.”). 4. Use materials safely and with purpose (e.g., put away things in designated locations at cleanup time). 	<p>Building</p> <ol style="list-style-type: none"> 1. Use language to express feelings when playing with or negotiating with another child (e.g., “Don’t yell so loud. That scares me.”). 2. State rules as reasons for own behavior and for what other children should do (e.g., “You shouldn’t run in the classroom. You can run outside.”). 3. Accept, with minimal frustration, consequences for not following the rules (e.g., being removed from the water table after repeatedly and intentionally splashing another child). 4. Recognize unsafe use of materials and tell an adult.
<p>Stage A</p> <ol style="list-style-type: none"> 1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs. 2. Name the emotions felt by characters in stories. 3. Identify ways to calm yourself. 4. Describe a time you felt the same way a story character felt. 5. Discuss classroom and school rules. 6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Describe how various situations make you feel. 2. Describe your physical responses to strong emotions. 3. Recognize that feelings change throughout the day. 4. Demonstrate patience in a variety of situations. 5. Demonstrate a range of emotions through facial expressions and body language. 6. Practice self-talk to calm yourself. 	
<p>Stage C</p> <ol style="list-style-type: none"> 1. Identify a range of emotions you have experienced. 2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 3. Recognize mood changes and factors that contribute to them. 4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play). 5. Distinguish among intensity levels of an emotion. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 7. Practice deep breathing to calm yourself. 	<p>Stage D</p> <ol style="list-style-type: none"> 1. List positive strategies for handling conflict. 2. Explain why characters in stories felt as they did. 3. Distinguish among emotions you might feel in various situations. 4. Use “I-statements” to express various emotions. 5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.). 6. Demonstrate an awareness of how your behavior affects others. 7. Practice different strategies for handling upsetting situations. 	
<p>Stage E</p> <ol style="list-style-type: none"> 1. Describe the physical responses common to a range of emotions. 2. Describe emotions associated with personal experiences. 3. Practice expressing positive feelings about others. 4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 5. Demonstrate emotions in various contexts in role-plays. 6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity). 	<p>Stage F</p> <ol style="list-style-type: none"> 1. Identify factors that cause stress both positive and negative. 2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.). 3. Recognize emotional reactions to stress. 4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation). 5. Reflect on the possible consequences before expressing an emotion. 6. Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change. 7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise). 	
<p>Stage G</p> <ol style="list-style-type: none"> 1. Recognize emotions as indicators of situations in need of attention. 2. Distinguish how you really feel from how others expect you to feel. 3. Distinguish between different emotions (e.g., fear and anger, shame and sadness). 4. Analyze emotional states that contribute to or detract from your ability to solve problems. 5. Analyze the effect of self-talk on emotions. 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress. 7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude) 	<p>Stage H</p> <ol style="list-style-type: none"> 1. Identify stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by re-assessing a situation. 6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation. 	
<p>Stage I</p> <ol style="list-style-type: none"> 1. Explain the consequences of different forms of communicating one’s emotions. 2. Predict how you would feel in giving or receiving help or a compliment. 3. Analyze how time management might improve your decision making. 4. Practice assertive communication to manage stress. 5. Practice dealing appropriately with being wrongly accused of something. 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test). 	<p>Stage J</p> <ol style="list-style-type: none"> 1. Explain how focusing on your community’s assets rather than its deficits can affect your choices. 2. Describe how changing your interpretation of an event can alter how you and others feel about it. 3. Recognize the impact of denial defense mechanisms on your mental health. 4. 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). 5. Demonstrate how you might use upset feelings to ask for help rather express anger. 6. Demonstrate an ability to express hurt without withdrawal, blame, or aggression. 7. Select healthy defense mechanisms. 	

Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.

Standard 1B– Recognize personal qualities and external supports.

(Pre-K-K- Recognize own uniqueness and personal qualities.)

<p>Exploring</p> <p>1. Express likes and dislikes, including favorite foods, colors, or activities.</p>	<p>Developing</p> <p>1. Show confidence in abilities, (e.g., “Look what I can do.” Or “Look how far I jumped.)</p>	<p>Building</p> <p>1. Describe him or herself (e.g., talk about self in terms of looks, gender, family, and interests; complete a self-portrait and describe the picture to the teacher).</p>
<p>Stage A</p> <p>1. Identify things you like to do. 2. Identify the values that help you make good choices. 3. Identify the people who can give you the help you need. 4. Describe things you do well. 5. Identify reliable adults from whom you would seek help in an emergency. 6. Describe situations in which you feel confident. 7. Describe situations in which you feel you need help. 8. Demonstrate a special skill or talent you have.</p>	<p>Stage B</p> <p>1. Identify the personal traits of characters in stories. 2. Describe an achievement that makes you feel proud. 3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.). 4. Identify various helpers in the school community. 5. Analyze how you might have done better in a situation. 6. 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).</p>	
<p>Stage C</p> <p>1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor). 2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). 3. Explain how practice improves your performance of a skill. 4. Analyze the positive qualities of role models. 5. Analyze what it is about school that is challenging for you. 6. Draw a picture of an activity your family likes to do together. 7. Demonstrate ways to ask for help when needed.</p>	<p>Stage D</p> <p>1. Identify something you would like to be able to do better. 2. Describe ways in which you contribute to the school community. 3. Describe ways in which you help out at home. 4. List ways families can support students in school. 5. Describe how peers can support each other in school. 6. Measure your progress toward a personal goal.</p>	
<p>Stage E</p> <p>1. Describe a time and situation you needed help. 2. Identify reliable adults from whom you would seek help in various situations. 3. Describe how you would improve your ability to perform a valued skill. 4. Explain how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</p>	<p>Stage F</p> <p>1. Name community resources that promote student success. 2. Identify personal strengths and weaknesses and the effect they have on your choices. 3. Identify physical and emotional changes during adolescence. 4. Recognize that students learn differently. 5. Describe how adults at school demonstrate caring and concern for students. 6. 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.</p>	
<p>Stage G</p> <p>1. Identify extra-curricular activities available to students. 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).</p>	<p>Stage H</p> <p>1. Identify what you like about yourself, including things that might be considered atypical for your gender. 2. Take an inventory of your personal strengths and describe them in your journal. 3. Describe a situation in which you needed help and where you sought it. 4. Analyze how others in your life have helped you resist negative influences. 5. Reflect on a time when you overcame an obstacle to accomplish something that was important to you. 6. Analyze the role of extra-curricular activities in how you feel about school.</p>	
<p>Stage I</p> <p>1. Identify possible career and volunteer opportunities based on your identified interests and strengths. 2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change. 3. Establish criteria for deciding which of two sports or other activities to engage in. 4. Make a plan to improve your performance in a school subject or area of family responsibility. 5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill. 6. Differentiate among relationship factors that impact personal and career goals.</p>	<p>Stage J</p> <p>1. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. 2. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal. 3. Demonstrate decision making based on what is right rather than media images of success. 4. Reach out to help others achieve their goals. 5. Develop relationships that support personal and career goals.</p>	

Goal 1 – Develop self-awareness and self-management skills to achieve school and life success.

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

(Pre-K- Demonstrate skills related to successful personal and school outcomes.)

Exploring	Developing	Building
<ol style="list-style-type: none"> 1. Show excitement about new items in the early childhood environment (e.g., express delight over new blocks or science materials or the addition of bubbles in the water table). 2. Use materials or props in novel ways (e.g., use a block as a cell phone or a banana as a microphone). 3. Begin to make choices for play activities and follow through with self-direction and independence. 4. Stay with one or two tasks that interest him or her for at least 10 minutes each. 	<ol style="list-style-type: none"> 1. Ask questions about new items in the early childhood environment (e.g., “How does this work, teacher?”). 2. Persistently work toward completing challenging activities and ask for assistance from peers or an adult if needed (e.g., when trying to complete a difficult puzzle or build a complex block structure). 3. Make choices for play activities regularly and follow through with self-direction and independence. 4. Stay with more than two tasks that interest him or her for at least 10 minutes each. 	<ol style="list-style-type: none"> 1. Ask questions using “who”, “what”, “how”, “why”, “when”, and “what if” to learn about the indoor and outdoor classroom environment. 2. Independently seek out solutions to problems (e.g., use tape to combine materials to create new objects for dramatic play or to make a block structure more stable). 3. Suggest new ideas for play activities and follow through with self-direction and independence. 4. Sustain engagement with a task that interests him or her for long periods of time (at least 30 minutes) and begin to sustain attention in tasks that are not based on his or her interests (e.g., in a teacher-led small or large group).
<p style="text-align: center;">Stage A</p> <ol style="list-style-type: none"> 1. Recognize the relationship between what you want to accomplish and setting goals. 2. Explain the various aspects of being successful in school. 3. Describe a behavior you would like to change. 4. Give an example of an academic goal you could set for yourself. 5. Give an example of a personal goal you could set for yourself. 6. Divide a goal you have set into manageable steps. 	<p style="text-align: center;">Stage B</p> <ol style="list-style-type: none"> 1. Identify a situation you want to change. 2. Identify the progress that you have made toward achieving your goal. 3. Explain the relationship between success in school and becoming what you want to be. 4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention). 5. Make a plan for how to improve your performance in a school subject. 6. Make a plan for how to achieve a personal goal. 7. Use self-talk to reward yourself for accomplishments. 	
<p style="text-align: center;">Stage C</p> <ol style="list-style-type: none"> 1. Recognize how distractions may interfere with achievement of a goal. 2. Recognize that present goals build on the achievement of past goals. 3. Describe the steps you have made toward achieving a goal. 4. Differentiate between short and long-term goals. 5. Monitor your progress toward achieving a personal or academic goal. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 	<p style="text-align: center;">Stage D</p> <ol style="list-style-type: none"> 1. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience). 2. Recognize how conditions and people have contributed to your achievement of a goal. 3. Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test). 4. Identify factors you could not change that prevented you from achieving a recent goal. 5. Evaluate what you might have done differently to achieve greater success on a recent goal. 	
<p style="text-align: center;">Stage E</p> <ol style="list-style-type: none"> 1. Develop a friendship goal with action steps to be taken by certain dates. 2. Develop an academic goal with action steps to be taken by certain dates. 3. Monitor progress on planned action steps for a friendship goal. 4. Monitor progress on planned action steps for an academic goal. 5. Analyze why you needed to change or delay action steps for achieving a recent goal. 6. Evaluate your level of achievement with regard to a recent goal. 	<p style="text-align: center;">Stage F</p> <ol style="list-style-type: none"> 1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance. 2. Identify obstacles to achievement of your goal. 3. Brainstorm possible ways to overcome obstacles in achieving your goals. 4. Make a plan with action steps and timeframes to achieve your goal. 5. Monitor progress on your goal. 6. Evaluate your success and analyze what you might have done differently. 	
<p style="text-align: center;">Stage G</p> <ol style="list-style-type: none"> 1. Identify resources to help progress towards a goal (e.g., research materials). 2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal. 3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal. 4. Distinguish between a short and long-term goal. 5. Apply goal-setting skills to develop academic success. 6. Set a positive social interaction goal. 	<p style="text-align: center;">Stage H</p> <ol style="list-style-type: none"> 1. 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.). 2. Establish action steps and timeframes toward the achievement of this goal. 3. Identify people who can help you achieve your goal and ask for their help. 4. Monitor progress on achieving your goal and make adjustments in your plan as needed. 5. Evaluate your level of goal achievement, identifying factors that contributed or detracted from it. 6. Analyze what you learned from this experience and what you would do differently next time. 	
<p style="text-align: center;">Stage I</p> <ol style="list-style-type: none"> 1. Identify who helped you and how in achieving a recent goal. 2. Analyze why you were or were not able to overcome obstacles in working on a recent goal. 3. Analyze the impact of an unforeseen opportunity on achieving a goal. 4. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal. 5. Analyze how using illegal substances could interfere with achievement of a long-term goal. 6. Analyze how academic achievement can contribute to achievement of a long-term goal. 	<p style="text-align: center;">Stage J</p> <ol style="list-style-type: none"> 1. Set a long-term academic/career goal with dates for completion of the action steps. 2. Anticipate barriers to achieving your goal and make contingency plans for overcoming them. 3. Analyze how current decisions about health behavior may affect long-term education and career goals. 4. 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. 5. Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports. 6. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it. 	

Goal 2– Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2A– Recognize the feelings and perspectives of others.
(Pre-K-Standard 31.A Develop positive relationships with peers and adults.)

<p>Exploring</p> <ol style="list-style-type: none"> 1. Ask about another child’s feelings (e.g., “Is she sad that her Mom left?”). 2. Greet teachers upon arrival and say goodbye to family members upon departure. 3. Choose to play with another child more frequently than with others. 	<p>Developing</p> <ol style="list-style-type: none"> 1. Demonstrate sympathy and caring (e.g., comfort a friend who has fallen on the playground). 2. Demonstrate affection for familiar adults through hugs, kisses, or making gifts. 3. Develop friendships with peers. 	<p>Building</p> <ol style="list-style-type: none"> 1. Describe how others are feeling based on their facial expressions, gestures, and what they say. 2. Engage in reciprocal conversations with familiar adults. 3. Accept that others may have different preferences, such as foods they like, favorite colors, or activities they like to do.
<p>Stage A</p> <ol style="list-style-type: none"> 1. Recognize that others may interpret the same situation differently from you. 2. Recognize that others may feel differently from you about the same situation. 3. Describe how others are feeling based on their facial expressions and gestures. 4. Explain how interrupting others may make them feel. 5. Explain how sharing with and supporting others may make them feel. 6. Recognize how changing your behaviors can impact how others feel and respond. 	<p>Stage B</p> <ol style="list-style-type: none"> 1. Identify verbal, physical, and situational cues in stories. 2. Recognize the value of sharing diverse perspectives. 3. Explain why characters in stories feel as they do. 4. Analyze how students being left out might feel. 5. Describe how different people interpret the same situation. 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 	
<p>Stage C</p> <ol style="list-style-type: none"> 1. Distinguish between nonverbal and verbal cues and messages. 2. Analyze alignment and non-alignment of verbal and non-verbal cues. 3. Role-play the perspectives and feelings of characters from a story. 4. Paraphrase what someone has said. 5. Demonstrate a capacity to care about the feelings of others. 6. Demonstrate an interest in the perspective of others. 	<p>Stage D</p> <ol style="list-style-type: none"> 1. Label others’ feelings based on verbal and non-verbal cues in different situations. 2. List strategies to support students who are left out or bullied. 3. Describe how one feels when left out of an activity or group. 4. Describe how one feels when bullied. 5. Predict possible responses to a range of emotions. 6. Use “I-statements” to let others know that you have heard them. 	
<p>Stage E</p> <ol style="list-style-type: none"> 1. Describe others’ feelings in a variety of situations. 2. Describe an argument you had with another person and summarize both points of view. 3. Analyze why literary characters felt as they did. 4. Analyze the various points of view expressed on an historical, political, or social issue. 5. Evaluate how a change in behavior of one side of a disagreement affects the other side. 	<p>Stage F</p> <ol style="list-style-type: none"> 1. Identify and practice reflective listening skills through discussion and role-play. 2. Recognize how a situation would make you feel and treat others accordingly. 3. Describe others’ feelings in a variety of situations. 4. Ask open-ended questions to encourage others to express themselves. 5. Use follow-up questions to clarify messages. 6. Predict how one’s own behavior might affect the feelings of others. 7. Interpret non-verbal communication cues. 	
<p>Stage G</p> <ol style="list-style-type: none"> 1. Identify the feelings and perspective of others during group discussions. 2. Recall a situation where your behavior impacted the feelings of others either positively or negatively. 3. Describe how classmates who are the subject of rumors or bullying might feel. 4. Distinguish between bullying and non-bullying situations. 5. Role-play the perspectives of various characters in scenarios provided. 6. Paraphrase the conflicting perspectives of parties to a conflict. 	<p>Stage H</p> <ol style="list-style-type: none"> 1. Analyze why both parties in a conflict feel as they do. 2. Recognize actions that hurt others. 3. Brainstorm different types of encouragement. 4. Acknowledge the contributions of others. 5. Log the feelings of TV characters and analyze why they felt as they did. 6. Provide support to others who are experiencing problems. 	
<p>Stage I</p> <ol style="list-style-type: none"> 1. Recognize ways to share and reciprocate feelings. 2. 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). 3. Differentiate between the factual and emotional content of what a person says. 4. Demonstrate empathy with others in a variety of situations. 5. Develop strategies to provide support to others who are experiencing problems. 6. Demonstrate strategies to mentor others. 	<p>Stage J</p> <ol style="list-style-type: none"> 1. Analyze barriers to effective communication. 2. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school) 3. Analyze the factors that have influenced your perspective on an issue. 4. Use appropriate non-verbal cues to communicate your understanding of another’s perspective. 5. Demonstrate ways to assert one’s needs and viewpoints in a respectful manner. 6. Practice responding to ideas rather than the person advancing them. 	

Goal 2– Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2B– Recognize individual and group similarities and differences.

(No Pre-K)

Exploring	Developing	Building
NONE	NONE	NONE
<p align="center">Stage A</p> <ol style="list-style-type: none"> 1. 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). 2. Recognize that all people are similar in the needs they share. 3. Participate in the development of classroom rules. 4. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not interrupting). 6. Demonstrate honesty and fairness while playing or working with others. 	<p align="center">Stage B</p> <ol style="list-style-type: none"> 1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures. 6. Reflect on your experiences with people of different age groups 	
<p align="center">Stage C</p> <ol style="list-style-type: none"> 1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one’s life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyze how people of different groups can help one another and enjoy each other’s company. 5. Analyze the impact of differing responses to human diversity on literary characters. 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group. 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping). 	<p align="center">Stage D</p> <ol style="list-style-type: none"> 1. Recognize the different social groups in school. 2. Recognize the different cultural groups in school. 3. Compare and contrast social groups. 4. Compare and contrast cultural groups. 5. Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 6. Develop strategies for building relationships with others who are different from oneself. 	
<p align="center">Stage E</p> <ol style="list-style-type: none"> 1. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 2. Describe examples of how the media portray various social and cultural groups. 3. Analyze how responsible students help their classmates. 4. Demonstrate strategies for building relationships with others who are different from oneself. 5. Design a project that shows how your class or school is enriched by different cultures. 	<p align="center">Stage F</p> <ol style="list-style-type: none"> 1. Identify unwelcome teasing or bullying behaviors. 2. Identify ways to overcome misunderstanding among various social and cultural groups. 3. Identify ways to advocate for others. 4. Describe situations where minority groups have been respected at school or in the community. 5. Discuss stereotyping and its negative impact on others. 6. Demonstrate respect for members of various ethnic and religious groups. 	
<p align="center">Stage G</p> <ol style="list-style-type: none"> 1. Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures). 2. 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. 3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance. 4. Evaluate ways of overcoming a lack of understanding of those who are different. 5. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 6. Listen respectfully to opposing points of views on controversial issues. 	<p align="center">Stage H</p> <ol style="list-style-type: none"> 1. Analyze the consequences of ignoring the rights of other people. 2. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences. 3. Analyze why students who are different may be teased or bullied. 4. Describe strategies for preventing or stopping bullying. 5. Role-play strategies for preventing or stopping bullying. 6. Evaluate the effectiveness of strategies for preventing or stopping bullying. 	
<p align="center">Stage I</p> <ol style="list-style-type: none"> 1. Discuss stereotyping and its negative effects for both the victim and perpetrator. 2. Analyze how various social and cultural groups are portrayed in the media. 3. 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). 4. Evaluate efforts to promote increased understanding among groups. 5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals. 6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students. 7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups. 	<p align="center">Stage J</p> <ol style="list-style-type: none"> 1. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups. 2. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups. 3. Analyze the meaning of citizenship in various countries and historical periods. 4. Evaluate how marketing and media shape how social and cultural groups perceive themselves. 5. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups. 6. Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of non-conformist behavior). 7. Demonstrate an ability to work well with those of different ethnic groups and religions. 	

Goal 2– Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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

(Pre-K- Standard 31.B Use communication and social skills to interact effectively with others.)

Exploring	Developing	Building
<ol style="list-style-type: none"> 1. Acknowledge another child through a smile or wave when she enters the early childhood environment. 2. With teacher assistance, communicate with another child to determine roles and activities during play (e.g., Teacher: “Can you tell your friend that you want to help him build his road?” Child: “Can I build with you?”). 3. Respond to teacher request to help or share (e.g., responding to request to help teacher and children clean up the block area). 	<ol style="list-style-type: none"> 1. Talk with another child in play or other daily activities. 2. Communicate with another child to determine roles and activities during cooperative play (e.g., talk with classmate to decide who will be the nurse during dramatic play, talk with classmate to come up with a plan for setting the table together). 3. Interact in socially appropriate ways with peers, such as helping and sharing (e.g., assist another child with a puzzle, share blocks with a classmate). 	<ol style="list-style-type: none"> 1. Engage in reciprocal conversations with other children throughout the day. 2. Follow through with cooperative actions after communicating with another child to determine roles and activities during cooperative play (e.g., act out roles in doctor/nurse play, set the table together). 3. Interact in socially appropriate ways with peers and adults, such as helping and sharing (e.g., offer help to adult in getting the paints cleaned up).
<p style="text-align: center;">Stage A</p> <ol style="list-style-type: none"> 1. Describe appropriate ways to seek group entry. 2. Use “please” and “thank you” appropriately. 3. Raise one’s hand for recognition. 4. Pay attention when someone else is speaking. 5. Follow directions given at school. 6. Take turns and share toys and other resources with classmates. 7. Practice sharing encouraging comments with others. 8. Practice saying “no” to protect yourself from unsafe situations. 	<p style="text-align: center;">Stage B</p> <ol style="list-style-type: none"> 1. Discuss ways of initiating contact with someone you don’t know. 2. Discuss how to be a good friend. 3. Greet others by name. 4. Make and respond appropriately to introductions. 5. Summarize a plan for making friends. 6. Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions). 7. Participate in establishing and enforcing ground rules for class and group/team efforts. 	
<p style="text-align: center;">Stage C</p> <ol style="list-style-type: none"> 1. Recognize when it is appropriate to give a compliment. 2. Practice introducing everyone in your class. 3. Demonstrate how to give a compliment. 4. Demonstrate appropriate responses to receiving a compliment. 5. Use ‘I-statements’ to express how you feel when someone has hurt you emotionally. 6. Demonstrate expressing appreciation to someone who has helped you. 	<p style="text-align: center;">Stage D</p> <ol style="list-style-type: none"> 1. Identify ways to build positive relationships with peers, family and others. 2. Identify attributes of cooperative behavior in a group setting. 3. Demonstrate cooperative behaviors in a group. 4. Practice reflective listening (e.g., I messages, paraphrase). 5. Demonstrate how to initiate conversation with a new student. 6. Develop a plan that supports the improvement of behaviors within a group. 	
<p style="text-align: center;">Stage E</p> <ol style="list-style-type: none"> 1. Describe the qualities of an effective communicator. 2. Respond positively to constructive criticism. 3. Take responsibility for one’s mistakes. 4. Interview an adult on the topic of how to develop friendships. 5. Demonstrate support for others’ contributions to a group/team effort. 6. Distinguish between positive and negative peer pressure. 7. Demonstrate strategies for resisting negative peer pressure. 	<p style="text-align: center;">Stage F</p> <ol style="list-style-type: none"> 1. Recognize the difference between positive and negative relationships. 2. Describe ways to express forgiveness. 3. Practice reflective listening. 4. Respond non-defensively to criticism or accusation through role-play. 5. Demonstrate encouragement of others and recognition or their contributions. 6. Demonstrate graciousness in winning and losing. 7. Practice turning criticism into constructive feedback. 	
<p style="text-align: center;">Stage G</p> <ol style="list-style-type: none"> 1. Role-play how to report bullying behavior. 2. Participate in setting and enforcing class rules. 3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). 4. Recognize the importance of setting limits for yourself and others. 5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. 6. Learn to maintain an objective, non-judgmental tone during disagreements. 	<p style="text-align: center;">Stage H</p> <ol style="list-style-type: none"> 1. Identify indicators of possible problems in relationships based on varying scenarios provided. 2. Differentiate among passive, assertive, and aggressive responses to peer pressure. 3. Develop guidelines for effective email communication. 4. Role-play responding non-defensively to criticism or accusation. 5. Use self-reflection to determine how to stop the spread of gossip. 6. Practice effective speaking and listening at home. 	
<p style="text-align: center;">Stage I</p> <ol style="list-style-type: none"> 1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. 2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship. 3. Analyze differences in resolving conflicts in different types of relationships. 4. Analyze differences in the distribution of power in various relationships and how this affects communication styles. 5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. 6. Develop criteria for evaluating success in completing action steps and goal achievement. 	<p style="text-align: center;">Stage J</p> <ol style="list-style-type: none"> 1. Analyze how you and others feel in giving and receiving help. 2. Analyze the effects of giving and receiving help in completing tasks. 3. Evaluate ideas on their merit instead of the individual sharing them. 4. Evaluate how well one follows the lead of others in completing group tasks. 5. Evaluate how well one supports the leadership of others. 6. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others’ ideas). 7. Demonstrate strategies for collaborating with peers, adults and others in the community. 	

Goal 2– Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard 2D– Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (Pre-K- Standard 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.)

<p style="text-align: center;">Exploring</p> <ol style="list-style-type: none"> 1. Respond positively to teacher reminders to share materials and take turns most of the time. 2. Respond positively to teacher assistance in solving a conflict with another child. 3. Begin to accept adult help when needed to resolve conflict. 	<p style="text-align: center;">Developing</p> <ol style="list-style-type: none"> 1. Keep play going with another child by sharing materials most of the time. 2. Attempt to resolve conflicts to keep play going with another child. 3. Accept adult help when needed to resolve conflict. 	<p style="text-align: center;">Building</p> <ol style="list-style-type: none"> 1. Take turns with another child when materials are limited (e.g., share microscope with classmate, each taking turns to look at objects). 2. Suggest solutions to conflicts (e.g., propose to classmate: “You play with these cars, and I can use these trucks.”). 3. Ask an adult for help when needed (e.g., seek out a teacher when another child is being physically aggressive).
<p style="text-align: center;">Stage A</p> <ol style="list-style-type: none"> 1. 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). 2. 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). 3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently. 4. Distinguish between constructive and destructive ways of resolving conflict. 5. Use puppets to act out and resolve conflict situations. 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations. 	<p style="text-align: center;">Stage B</p> <ol style="list-style-type: none"> 1. Recognize various methods of resolving conflict. 2. Explain what a rumor is and how it hurts others. 3. Identify ways of refusing negative peer pressure. 4. Explain how conflict can turn to violence. 5. Analyze how misunderstanding what someone said or did could cause conflict. 6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. 	
<p style="text-align: center;">Stage C</p> <ol style="list-style-type: none"> 1. Identify bullying behavior and how it affects people. 2. Explain what happens when a conflict is not resolved. 3. Describe ways to stop rumors. 4. Analyze how an inability to manage one’s anger might cause a conflict to get worse. 5. Interpret whether the actions of literary characters were accidental or intentional. 6. Examine how one’s favorite literary character handles conflict. 	<p style="text-align: center;">Stage D</p> <ol style="list-style-type: none"> 1. Identify the consequences of a solution. 2. Identify assertive, passive and aggressive conflict resolution behaviors. 3. Describe conflicts you have experienced and how you dealt with them. 4. Explain how resolving a conflict with a friend could strengthen the friendship. 5. Generate alternative solutions for a conflict. 6. Demonstrate constructive conflict resolution strategies in the classroom. 	
<p style="text-align: center;">Stage E</p> <ol style="list-style-type: none"> 1. Identify the consequences of conflict resolution behavior. 2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity). 3. Explain how resolving a conflict could improve one’s understanding of a situation. 4. Distinguish between positive and negative peer pressure. 5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 6. Use a checklist to practice the steps of refusing unwanted peer pressure. 	<p style="text-align: center;">Stage F</p> <ol style="list-style-type: none"> 1. Recognize that conflict is a natural part of life. 2. Identify intervention strategies to stop bullying. 3. Suggest ways of addressing personal grievances to avoid conflict. 4. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation). 5. Analyze why you may have to use different strategies for dealing with different conflict situations. 6. Evaluate ways to include everyone in group activities. Use verbal and non-verbal strategies to resolve group conflict. 	
<p style="text-align: center;">Stage G</p> <ol style="list-style-type: none"> 1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). 2. List characteristics of friends who are a healthy or unhealthy influence. 3. Identify strategies for avoiding, sidestepping, and reducing violence. 4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.). 5. Analyze the causes of a physical or verbal fight that you observed and prevention strategies. 6. Practice negotiation skills in pairs, taking the perspective of both parties into account. 	<p style="text-align: center;">Stage H</p> <ol style="list-style-type: none"> 1. 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). 2. Teach conflict resolution skills to younger children 3. Role-play de-escalating a conflict to avoid a fight. 4. Use a conflict analysis checklist to analyze and resolve a conflict situation. 5. Practice peer mediation skills. 6. Explain the concept of a win-win resolution to conflict. 	
<p style="text-align: center;">Stage I</p> <ol style="list-style-type: none"> 1. Identify how both parties to a conflict might get their needs met. 2. Analyze scenarios to show how power struggles contribute to conflict. 3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances). 4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict. 5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences. 6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate). 	<p style="text-align: center;">Stage J</p> <ol style="list-style-type: none"> 1. 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). 2. Analyze strategies for dealing with sexual harassment and an abusive relationship. 3. 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.). 4. Recommend ways for students to have a voice in establishing and enforcing school rules. 5. Analyze how conflict can escalate into violence. 6. Demonstrate various approaches for resolving conflict. 	

Goal 3– Demonstrate decision-making skills and responsible behaviors in personal, school and community context.

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

(Pre-K-Standard 32.A Begin to consider ethical, safety, and societal factors in making decisions.)

Exploring	Developing	Building
<ol style="list-style-type: none"> 1. Accept reminders from teacher about why rules exist. 2. Follow an early childhood environment rule with teacher reminder. 	<ol style="list-style-type: none"> 1. Participate in a discussion about how throwing objects in the early childhood environment is dangerous. 2. Follow more than one early childhood environment rule with teacher reminder. 	<ol style="list-style-type: none"> 1. Discuss how hitting others is not allowed because it can hurt others. 2. Follow simple early childhood environment rules independently much of the time.
Stage A	Stage B	
<ol style="list-style-type: none"> 1. Identify and follow bus, classroom, and school safety rules. 2. Recognize appropriate touch; and avoid inappropriate touch. 3. Explain how taking or destroying another's property makes them feel. 4. Explain why hitting or yelling at somebody is hurtful and unfair. 5. Identify reliable sources of adult help. 6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult). 7. Draw pictures of ways to help others. 	<ol style="list-style-type: none"> 1. 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). 2. Explain why it is important to treat others as you would want to be treated. 3. Analyze how rules your family uses help its members get along together. 4. Contribute to school safety by supporting classroom, lunchroom and playground rules. 5. Participate in creating and enforcing classroom rules. 6. Demonstrate sharing and taking turns. 	
Stage C	Stage D	
<ol style="list-style-type: none"> 1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). 2. Identify physical sensations and emotions that indicate a threat or danger. 3. Describe the consequences of breaking classroom or school rules. 4. Analyze the consequences of lying. 5. Depict ways to help others (e.g., list, draw, cartoons). 6. Evaluate various approaches to responding to provocation. 7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment). 	<ol style="list-style-type: none"> 1. Identify factors that make a situation unsafe. 2. Recognize the consequences to oneself and others of dishonest behavior. 3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership). 4. 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). 5. Demonstrate respect for the property of others. 6. Demonstrate internet safety. 7. Show what it means to accept responsibility for one's actions with regard to school work. 	
Stage E	Stage F	
<ol style="list-style-type: none"> 1. Describe how differing points of view affect your decision-making process. 2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 3. Explain why it is important to obey laws. 4. Analyze what it means to be responsible with regard to one's family, friends, school community. 5. Evaluate conflicting points of view in making a decision. 	<ol style="list-style-type: none"> 1. Recognize that an individual is responsible for his/her behavior. 2. Identify the need for rules at school, home, and in society. 3. Analyze what it means to be responsible for one's health. 4. 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). 5. Analyze the risks of potentially dangerous situations. 6. Develop strategies to work things out rather than retaliate when you feel wronged. 	
Stage G	Stage H	
<ol style="list-style-type: none"> 1. 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). 2. 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.). 3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. 4. Assess one's own risk for various types of injury. 5. Make journal entries on how your actions have affected others. 6. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.). 	<ol style="list-style-type: none"> 1. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones. 2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 3. Analyze how media advertising influences consumer choices. 4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community. 5. Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior. 6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions. 	
Stage I	Stage J	
<ol style="list-style-type: none"> 1. Explain how to reduce negative outcomes in risky situations. 2. Explain how laws reflect social norms and affect our personal decision making. 3. Analyze how personal decisions can affect your health and the health of others. 4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. 5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events). 6. Promote alcohol-free social events among peers. 	<ol style="list-style-type: none"> 1. Describe the value of resisting peer pressure that causes social or emotional harm to self or others. 2. 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. 3. Evaluate the consequences for yourself and others of following ethical principles in your relationships. 4. Evaluate ethical issues involved in a social policy. 5. Predict how a jury of one's peers would judge various behaviors. 6. Show how a service project contributes to the good of society. 	

Goal 3– Demonstrate decision-making skills and responsible behaviors in personal, school and community context.

Standard 3B– Apply decision-making skills to deal responsibly with daily academic and social situations.
(Pre-K- Standard 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.)

Exploring	Developing	Building
1. Stop actions and listen to teacher discuss alternative solutions to hitting someone.	1. Participate in a discussion with a teacher about alternative solutions to hitting someone who has taken a toy.	1. Offer solutions to problems (e.g., “I am using these; you can use those.”).
Stage A	Stage B	
<ol style="list-style-type: none"> 1. Recognize that one has choices in how to respond to situations. 2. Describe calming strategies. 3. Brainstorm alternative solutions to problems posed in stories and cartoons. 4. Use “I-statements” in expressing feelings. 5. Implement stop, think, and act (plan) strategies in solving problems. 6. Practice group decision making with one’s peers in class meetings. 7. Identify foods and behaviors that keep the body healthy. 	<ol style="list-style-type: none"> 1. Describe the use of self-talk to calm down. 2. Brainstorm alternative solutions to interpersonal problems in the classroom. 3. Analyze how your tone of voice influences how others respond to you. 4. Analyze the consequences of alternative choices. 5. Make healthy choices regarding snacks. 6. Demonstrate reflective listening. 7. 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). 	
Stage C	Stage D	
<ol style="list-style-type: none"> 1. Describe ways to promote the safety of oneself and others. 2. Describe the steps of a decision-making model. 3. Brainstorm alternative solutions to completing an assignment on time. 4. Practice progressive relaxation. 5. Demonstrate wise choices in selecting friends. 6. Demonstrate group decision making. 7. Plan healthy meals. 	<ol style="list-style-type: none"> 1. Generate alternative solutions to problems. 2. Analyze the consequences of alternative solutions to selected scenarios. 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one’s life. 4. Demonstrate the steps of a decision-making process: <ul style="list-style-type: none"> o define the problem o say how you feel o identify contributing factors o set a goal o identify alternative solutions and the consequences of each o select the best solution o evaluate the results. 5. Apply a decision-making model to solve an interpersonal problem. 6. Apply a decision-making model to academic challenges. 7. Demonstrate awareness that feelings influence one’s decisions 	
Stage E	Stage F	
<ol style="list-style-type: none"> 1. Identify challenges and obstacles to solving problems. 2. Identify healthy alternatives to risky behaviors. 3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). 4. Practice aligning non-verbal and verbal communication in refusing unwanted behavior. 5. Apply a decision-making model to deal with unwanted behavior. 	<ol style="list-style-type: none"> 1. Identify tools to manage time better. 2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 3. Use a homework organizer. 4. Demonstrate an ability to set priorities. 5. Demonstrate an ability to stay on task 6. Demonstrate an ability to complete assignments on time. 	
Stage G	Stage H	
<ol style="list-style-type: none"> 1. List qualities that contribute to friendships. 2. Describe the effects of procrastination and disorganization on academic outcomes. 3. Analyze how decision-making skills improve your study habits. 4. Analyze each step of a decision-making process used in responding to problem scenarios. 5. Reflect in your journal on the consequences of your recent risk-taking behavior. 6. Use a decision log for 24 hours to identify influences on your health decisions. 7. Demonstrate refusal skills. 	<ol style="list-style-type: none"> 1. Recognize the influence of peers on your academic and social success. 2. Define methods for addressing interpersonal differences in a positive manner. 3. Reflect on your responses to everyday problem situations in a journal. 4. Practice problem-solving skills by answering letters sent to an advice columnist. 5. Demonstrate how work and social relationships are enhanced through consideration of others’ as well as your own expectations. 6. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict. 	
Stage I	Stage J	
<ol style="list-style-type: none"> 1. Identify effective time management and organizational skills. 2. Identify resources that facilitate academic success and social functioning. 3. Describe the causes and effects on others of one of your behaviors. 4. Evaluate how the decisions you make about studying affect your academic achievement. 5. Evaluate the impact of considering safety factors on relationships. 6. Evaluate how ethical conduct might improve valued relationships. 7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. 	<ol style="list-style-type: none"> 1. Identify how social relationships impact academic performance. 2. Analyze how interests, personality traits, and aptitudes affect career choices. 3. Examine the relationship between academic courses and career goals. 4. Examine family and friends as sources of support for academic and social decisions. 5. Evaluate how past relationships impact decisions about future relationships. 6. Use school and community resources in making academic and social decisions. 	

Goal 3– Demonstrate decision-making skills and responsible behaviors in personal, school and community context.

Standard 3C– Contribute to the well-being of ones school and community.

(Pre-K- Standard 32.C Contribute to the well-being of one’s school and community.)

Exploring	Developing	Building
<ol style="list-style-type: none"> Engage in conversation with teacher about fairness and sharing when a conflict needs to be resolved. Participate in activities that benefit the group as a whole, such as cleaning up after play or watering an early childhood environment plant. 	<ol style="list-style-type: none"> Participate in discussions about fairness and sharing in general conversations. Participate in making group rules and/or rules for routines and transitions. 	<ol style="list-style-type: none"> Demonstrate an understanding of fairness and sharing (e.g., accepts the need to wait for a turn with a toy). Display awareness of role as a member of a group and that rules are made to benefit the members of a group (e.g., explain that hitting isn’t allowed because someone might get hurt).
<p style="text-align: center;">Stage A</p> <ol style="list-style-type: none"> Identify how you currently help out at home and what else you might do for a caregiver or sibling. List ways that students can help their class run more smoothly. Express how you feel about helping out in class or at home. Describe what you learned about yourself in helping out in class and at home. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.). Participate in making and enforcing class rules. 	<p style="text-align: center;">Stage B</p> <ol style="list-style-type: none"> Identify a way you can help improve your local community. Describe what you have done to make a positive difference in your class or school and how this made you feel. Brainstorm ways to help your teacher address a shared concern. Volunteer to help out at home in a way that goes beyond what you are expected to do. Participate in developing a class policy on teasing. Plan and implement a project to improve your local community. 	
<p style="text-align: center;">Stage C</p> <ol style="list-style-type: none"> Describe what you learned about your school or community from your participation in a recent service project Describe what you learned about yourself from participation in this project. Analyze the impact on the need addressed of a recent service project in which you participated. Analyze what you would do differently next time. Communicate the results of a school or community service project to a parent or community group. Write a letter to a newspaper editor on a community problem such as homelessness. 	<p style="text-align: center;">Stage D</p> <ol style="list-style-type: none"> Identify ways that community workers assist residents in protecting and improving neighborhoods. Analyze your rights and responsibilities as a member of your school community. Discuss your reasons for voting as you did in a simulated local, state, or national election. Participate in making and enforcing classroom rules. Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean). Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election. 	
<p style="text-align: center;">Stage E</p> <ol style="list-style-type: none"> Identify various ways that community workers assist residents in beautifying and protecting neighborhoods. Gather information on a community issue or need. Develop a plan with your classmates to address a community issue or need. Monitor your progress on implementing a plan to address a community issue or need. Evaluate implementation of a class plan to address a community issue. Make recommendations on how you would improve a plan that addresses a community issue. 	<p style="text-align: center;">Stage F</p> <ol style="list-style-type: none"> Work with other students to plan and implement a service project in your school. Describe ways of showing respect for your school environment. Support activities of various groups in your school. Contribute in positive ways to your home environment. Describe the role of a community service worker. Plan and implement with other students a service project in your community. Plan a field trip to a community agency. 	
<p style="text-align: center;">Stage G</p> <ol style="list-style-type: none"> Identify sources of information about your community. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy). Analyze what you learned about yourself and the community from involvement. In a community improvement activity. Analyze the consequences of participating or not participating in the electoral process. Collect information about how groups are working to improve the community. Evaluate a recent project that addressed a community need or issue. Make a plan with your family to participate in a community improvement activity. 	<p style="text-align: center;">Stage H</p> <ol style="list-style-type: none"> Defend a position on an issue or public event in a simulated congressional debate. 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.) Evaluate your participation in a simulated state or federal election. Describe the role of political parties and interest groups and how they differ in their positions on issues. Describe the roles of voluntary organizations in a democratic society. Explain how one’s decision and behaviors affect the well being of one’s school and community. 	
<p style="text-align: center;">Stage I</p> <ol style="list-style-type: none"> Identify possible service projects to do within your school. Identify possible service projects to do within your community. Explain how one’s decisions and behaviors affect the well being of one’s school and community. Describe how various organizations contribute to the well-being of your community. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community. Evaluate how you might improve your participation in a service project in your school or community. 	<p style="text-align: center;">Stage J</p> <ol style="list-style-type: none"> Design a survey to identify school needs. Prioritize identified school needs. Compare and contrast government’s record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.). Develop a project and action plan to address an identified school need. Conduct research on a school need of interest. 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.). Communicate the results of a group service project to interested school and community groups. 	