

## Cambridge Public Schools SEL Benchmarks K-12

### OVERVIEW

<b><u>SEL Competencies</u></b>	<b>Goal I:</b> Develop <b><u>self-awareness skills</u></b> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems	<b>Goal II:</b> Develop and demonstrate <b><u>self-management skills</u></b> and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success	<b>Goal III:</b> Develop <b><u>social awareness skills</u></b> needed to establish and maintain positive relationships	<b>Goal IV:</b> Demonstrate <b><u>interpersonal (relationship) skills</u></b> needed to establish and maintain positive relationships	<b>Goal V:</b> Demonstrate <b><u>decision making skills</u></b> , problem solving skills, and <b><u>responsible</u></b> behaviors in school, personal and community contexts
	Objective A: Student demonstrates an awareness of own emotions	Objective A: Student demonstrates ability to manage emotions constructively	Objective A: Student demonstrates awareness of other people's emotions and perspectives	Objective A: Student uses positive communication and social skills to interact effectively with others	Objective A: Student considers ethical, safety and societal factors in making decisions
	Objective B: Student demonstrates awareness of personal qualities	Objective B: Student demonstrates integrity	Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of their school and community	Objective B: Student develops constructive relationships	Objective B: Student uses effective decision-making skills
	Objective C: Student demonstrates awareness of external supports	Objective C: Student demonstrates ability to set and achieve goals	Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations
	Objective D: Student has a sense of personal responsibility		Objective D: Student can read social cues and respond appropriately		

**Goal I Elementary: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems**

	<b>Objective A: Student demonstrates an awareness of own emotions</b>	<b>Objective B: Student demonstrates awareness of personal qualities</b>	<b>Objective C: Student demonstrates awareness of external supports</b>	<b>Objective D: Student has a sense of personal responsibility</b>
<b>Grades K-2 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Recognizes and accurately names feelings</li> <li>•Identifies and communicates an emotion</li> <li>•Develops ability to identify emotions related to situations / events (triggers)</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies likes and dislikes, needs and wants</li> <li>•Names activities or tasks one does well</li> <li>•Names activities or tasks one may need help to improve</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies an adult one can trust</li> <li>•Explains situations in which one needs to seek help from an adult</li> <li>•Demonstrates how and where to get help in an emergency situation</li> </ul>	<ul style="list-style-type: none"> <li>•Explains how following school-wide expectations keeps one safe</li> <li>•Explains positive and negative consequences for one's choices and actions</li> <li>•Demonstrates responsible use and care of own belongings</li> <li>•Demonstrates responsible use of others' belongings (ask permission; take care of them)</li> </ul>
<b>Grades 3-5 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Distinguishes among intensity levels of emotions</li> <li>•Recognizes that levels of emotions can change</li> <li>•Recognizes that thoughts are linked to emotions and behaviors</li> <li>•Identifies own uncomfortable emotions and determines need for coping skills</li> <li>•Identifies physical symptoms and thoughts related to emotions</li> <li>•Recognizes how emotions are linked to behavior, choices and consequences</li> </ul>	<ul style="list-style-type: none"> <li>•Describes the personal qualities that make one a successful member of the school community</li> <li>•Recognizes how family, school, peers, and community can support school success and responsible behavior</li> <li>•Identifies, explores, and participates in opportunities to develop skills and talents</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies how to use the strengths of family, peers, school and community for support and to solve problems</li> <li>•Recognizes the strengths and qualities of positive role models</li> </ul>	<ul style="list-style-type: none"> <li>•Defines what it means to be responsible</li> <li>•Identifies one's responsibilities</li> <li>•Explains the benefits of being responsible</li> <li>•Demonstrates responsible behaviors</li> <li>•Recognizes peer pressure and demonstrates the ability to say, "No".</li> </ul>

**Goal I Secondary: Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems**

	<b>Objective A: Student demonstrates an awareness of own emotions</b>	<b>Objective B: Student demonstrates awareness of personal qualities</b>	<b>Objective C: Student demonstrates awareness of external supports</b>	<b>Objective D: Student has a sense of personal responsibility</b>
<b>Grades 6-8 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Analyzes how emotional states contribute to or detract from one's ability to problem solve</li> <li>•Identifies situations that trigger uncomfortable emotions</li> <li>•Explains possible outcomes associated with different ways of communicating emotions</li> </ul>	<ul style="list-style-type: none"> <li>•Applies self-reflection techniques to identify one's strengths, areas for growth, and potential</li> <li>•Analyzes how personal qualities and temperaments influence choices and successes</li> <li>•Creates and implements a plan to build on strengths, meet a need, or address an area for potential growth</li> <li>•Explores possible post-secondary and volunteer opportunities based on one's identified interests and strengths</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies societal influences on the development of personal characteristics</li> <li>•Analyzes whether societal influences are supportive or non-supportive</li> <li>•Identifies peer and adult role models as sources of support</li> <li>•Evaluates the benefits of participation in extracurricular / volunteer activities</li> </ul>	<ul style="list-style-type: none"> <li>•Recognizes and describes the areas of control one has over situations in life</li> <li>•Analyzes the short and long term effects of safe, risky, and harmful behaviors</li> <li>•Identifies and analyzes one's responsibility for the effects of safe, risky, and harmful behaviors</li> </ul>
<b>Grades 9-10 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies own emotions as valid, regardless of others' expectations</li> <li>•Demonstrates an awareness of how thoughts impact emotions</li> <li>•Identifies the event or thought that triggered an emotion</li> <li>•Describes the effect of self-talk on emotions</li> </ul>	<ul style="list-style-type: none"> <li>•Accepts oneself and devotes one's energy to personal qualities that can be changed</li> <li>•Recognizes one's personal learning style and finds ways to employ it</li> <li>•Identifies possible career and volunteer opportunities based on one's identified interests and strengths</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies school support personnel and knows why, when and how to access them</li> <li>•Identifies organizations and people in one's community that can provide information / opportunities to develop interests or talents or address personal needs</li> <li>•Seeks out and identifies adult role models</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</li> <li>•Describes how taking personal responsibility can lead to success</li> <li>•Demonstrates an ability to take responsibility for one's choices</li> </ul>
<b>Grades 11-12 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Analyzes how changing one's interpretation of an event can alter one's feelings about it</li> <li>•Uses self-reflection to assess whether one's emotions are reasonable for a situation</li> <li>•Acknowledges an emotion and determines the appropriate time and place to safely process it</li> </ul>	<ul style="list-style-type: none"> <li>•Explores and articulates personal traits and interests</li> <li>•Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly</li> <li>•Creates a post-secondary plan based on personal traits and interests</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and accesses community resources to help one achieve goals</li> <li>•Develops and utilizes systems of support that contribute to school and life success</li> <li>•Identifies and utilizes support networks</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes situations in life and determines one's level of control</li> <li>•Describes circles of influence in one's life</li> <li>•Identifies one's role(s) in improving one's communities</li> </ul>

**Goal II Elementary: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success**

	<b>Objective A: Student demonstrates ability to manage emotions constructively</b>	<b>Objective B: Student demonstrates integrity</b>	<b>Objective C: Student demonstrates ability to set and achieve goals</b>
<b>Grades K-2 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies ways to calm oneself such as belly breathing and counting</li> <li>•Demonstrates constructive ways to handle situations that cause upsetting emotions (ex: being told "No", losing, being left out, frustration, being teased, embarrassment)</li> <li>•Practices strategies to manage emotions (ex: walk away / remove oneself from a triggering event)</li> </ul>	<ul style="list-style-type: none"> <li>•Can explain what it means to be honest and trustworthy</li> <li>•Identifies the value of following classroom and school expectations and the possible consequences of not doing so</li> <li>•Identifies personal situations demonstrating honesty and integrity</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies a goal (hope / dream)</li> <li>•Identifies short-term goals for academic success and / or classroom behavior</li> <li>•Identifies a goal one has achieved</li> <li>•Identifies and implements the steps needed to achieve a goal</li> <li>•Celebrates accomplishments - says and does nice things for self when a goal is reached</li> </ul>
<b>Grades 3-5 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Applies self-calming strategies</li> <li>•Demonstrates management of emotions and behavior through coping skills such as calming down, walking away, seeking help or mediation</li> <li>•Uses "I-messages" to communicate one's own perspective</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates willingness to tell the truth in a difficult situation while maintaining respect for self and others</li> <li>•Identifies reasons why integrity is a valued character trait</li> <li>•Assesses the potential consequences of dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>•Describes why school is important in helping students achieve personal goals</li> <li>•Describes the steps in setting and working toward achieving goals</li> <li>•Monitors progress on achieving short-term goals</li> <li>•Evaluates what one might have done differently to achieve greater success on a goal</li> <li>•Identifies a variety of jobs and the responsibilities of each job</li> <li>•Identifies a variety of careers that may allow one to fulfill goals / potential</li> </ul>

**Goal II Secondary: Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success**

	<b>Objective A: Student demonstrates ability to manage emotions constructively</b>	<b>Objective B: Student demonstrates integrity</b>	<b>Objective C: Student demonstrates ability to set and achieve goals</b>
<b>Grades 6-8 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Demonstrates stress management strategies</li> <li>•Demonstrates self-motivation strategies such as self-talk</li> <li>•Evaluates possible consequences, both positive and negative, of expressing an emotion</li> <li>•Develops personal strategies to generate and maintain positive attitudes, even in the face of adversity</li> </ul>	<ul style="list-style-type: none"> <li>•Describes personal behaviors which were honest and displayed integrity</li> <li>•Identifies personal behaviors, characteristics and values that support integrity</li> <li>•Describes how integrity influences relationships</li> </ul>	<ul style="list-style-type: none"> <li>•Identify the steps for and value of creating achievable goals</li> <li>•Sets one or more achievable goals</li> <li>•Demonstrates resiliency when presented with challenges while working toward a goal</li> <li>•Demonstrates goal-setting skills relating to potential post-secondary opportunities</li> </ul>
<b>Grades 9-10 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Evaluates the roles one's attitude, perception, and perspective play in achieving personal goals (i.e. pessimism vs. optimism)</li> <li>•Practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress</li> <li>•Demonstrates the ability to access personal strategies to generate and maintain positive attitudes, even in the face of adversity</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes one's own behavior to determine whether or not one is being true to one's values</li> <li>•Evaluates the consequences of one's behaviors and choices (long-term implications)</li> </ul>	<ul style="list-style-type: none"> <li>•Monitors progress toward achieving a goal, and makes adjustments to one's plan as needed</li> <li>•Identifies outside resources that can help in achieving a goal</li> <li>•Sets an achievable academic and / or personal goal(s)</li> </ul>
<b>Grades 11-12 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Utilizes personal strategies to generate and maintain positive attitudes, even in the face of adversity</li> <li>•Incorporates personal management skills on a daily basis, including work / study skills, personal resources, and time management</li> <li>•Demonstrates effective emotional management consistently</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies values that form one's personal integrity</li> <li>•Applies personal integrity to one's actions</li> <li>•Routinely evaluates the relationship between one's thoughts, words, and actions</li> <li>•Routinely evaluates the correlation between one's actions and reputation</li> </ul>	<ul style="list-style-type: none"> <li>•Sets post-secondary goals with action steps, time frames, and criteria for evaluating achievement</li> <li>•Accesses and manages resources to achieve goals</li> </ul>

**Goal III Elementary: Develop social awareness skills needed to establish and maintain positive relationships**

	<b>Objective A: Student demonstrates awareness of others' emotions and perspectives</b>	<b>Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</b>	<b>Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</b>	<b>Objective D: Student can read social cues</b>
<b>Grades K-2 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice)</li> <li>•Identifies words and actions that hurt others</li> <li>•Acknowledges differing perceptions of a situation</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and defines aspects of a respectful interaction in a situation</li> <li>•Effectively and appropriately communicates needs, wants, and ideas in a respectful manner</li> <li>•Identifies and performs roles that contribute to one's classroom</li> <li>•Identifies how others within one's school, home, and community are helpful</li> <li>•Identifies how one helps others (feeding a pet, sharing, cleaning up when asked)</li> <li>•Expresses how one feels about helping others</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and defines aspects of culture</li> <li>•Identifies and defines how to treat someone with dignity and respect</li> <li>•Describes the ways that people are similar and different</li> <li>•Describes contributions of various cultures and groups</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates the ability to respect personal space</li> <li>•Demonstrates turn-taking</li> <li>•Describes approaches for making and keeping friends (introducing oneself, beginning a conversation, ending a conversation, and joining)</li> </ul>
<b>Grades 3-5 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies feelings and perspectives of others based on words / voice / non-verbal cues</li> <li>•Defines differences in perspective and point of view</li> <li>•Describes why others may be expressing specific feelings</li> <li>•Identifies cause and effect relationship of expression of strong emotions</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies and performs roles that contribute to one's school and community</li> <li>•Works collaboratively with peers to address a social need (community or school service project)</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies similarities and differences among different social and cultural groups</li> <li>•Identifies contributions of various social and cultural groups</li> <li>•Defines stereotyping, discrimination, and prejudice</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies emotions by tone of voice</li> <li>•Identifies emotions by body language and facial expressions</li> <li>•Identifies ways that social and cultural cues may be different among various families and social groups</li> </ul>

**Goal III Secondary: Develop social awareness skills needed to establish and maintain positive relationships**

	<b>Objective A: Student demonstrates awareness of others' emotions and perspectives</b>	<b>Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</b>	<b>Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</b>	<b>Objective D: Student can read social cues</b>
<b>Grades 6-8 Student Expectations</b>	<ul style="list-style-type: none"> <li>Analyzes how one's behavior may affect the feelings of others and identifies appropriate behavioral adjustments</li> <li>Demonstrates constructive ways to provide support and encouragement to others</li> <li>Demonstrates respect for other people's perspectives, experiences and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and explains how one's decisions and behaviors affect the well-being of the school and community</li> <li>Explores a school, community or global need and generates possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes how people of different groups help one another and appreciate one another's diversity</li> <li>Explains how individual, social, and cultural differences can lead to stereotyping and identifies benefits of diversity</li> </ul>	<ul style="list-style-type: none"> <li>Identifies potential responses and outcomes to various social situations (e.g. peer pressure situations, cliques, public speaking)</li> <li>Understands and respects personal boundaries of self and others (peers, family members, teachers)</li> </ul>
<b>Grades 9-10 Student Expectations</b>	<ul style="list-style-type: none"> <li>Identifies verbal, physical, and situational cues that indicate others' emotions</li> <li>Uses communication skills to elicit the perspectives of others</li> <li>Demonstrates ability to listen responsively to different opinions</li> <li>Demonstrates ability to express empathy for others</li> </ul>	<ul style="list-style-type: none"> <li>Works cooperatively with others to implement a strategy to address a need in the broader community (e.g. Service learning opportunities)</li> <li>Analyzes the impact of one's involvement in an activity to improve one's school or community (e.g. Service learning opportunities)</li> </ul>	<ul style="list-style-type: none"> <li>Analyze different expressions of respect</li> <li>Demonstrates respect for individuals from different social and cultural groups</li> <li>Examines the components of culture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates how societal and cultural norms and mores have an effect on personal interactions</li> <li>Reads social cues and predicts the impact of reactions to those cues</li> </ul>
<b>Grades 11-12 Student Expectations</b>	<ul style="list-style-type: none"> <li>Differentiates between the factual content and emotional delivery of what a person says</li> <li>Demonstrates respect, understanding, and empathy towards others</li> <li>Compares and exchanges ideas, beliefs, and perspectives with others</li> </ul>	<ul style="list-style-type: none"> <li>Participates in activities as agents for positive change within one's communities</li> <li>Explores one's responsibilities as an involved citizen of a democratic society</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates and implements strategies for being respectful of others and opposing stereotyping and prejudice</li> <li>Assesses the value of advocating for the rights of self and others</li> <li>Recognizes and describes unfairness and injustice at different levels of society</li> </ul>	<ul style="list-style-type: none"> <li>Reads and responds to social cues accurately in a variety of settings (work, school, family, friends, etc.)</li> <li>Understands and respects personal boundaries of self and others and practices perspective-taking in relationships</li> </ul>

**Goal IV Elementary: Demonstrate interpersonal relationship skills needed to establish and maintain positive relationships**

	<b>Objective A: Student uses positive communication and social skills to interact effectively with others</b>	<b>Objective B: Student develops constructive relationships</b>	<b>Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</b>
<b>Grades K-2 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Focuses attention on others when they are speaking</li> <li>•Takes turns</li> <li>•Shares with others</li> <li>•Plays a game fairly</li> <li>•Exhibits good sportsmanship</li> <li>•Says "please," "thank you," and "excuse me"</li> <li>•Differentiates between passive, aggressive, and assertive responses</li> </ul>	<ul style="list-style-type: none"> <li>•Defines a healthy relationship</li> <li>•Acknowledges that there are different kinds of relationships</li> <li>•Explains / describes individual contributions to a healthy relationship</li> <li>•Identifies relationships one has with others</li> </ul>	<ul style="list-style-type: none"> <li>•Begins to identify the impact of one's own actions on others, including identifying how those actions make others feel</li> <li>•Identifies feelings in a conflict</li> <li>• Appropriately asks for help (seeks support) when needed</li> <li>• Demonstrates ability to state the problem</li> <li>•Demonstrates use of "I-messages"</li> </ul>
<b>Grades 3-5 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Gives and receives compliments</li> <li>•Uses responsive listening skills</li> <li>•Demonstrates collaborative skills (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies attributes of constructive relationships</li> <li>•Differentiates between safe and risky behaviors in a relationship</li> <li>•Identifies a problem in a relationship and determines the appropriate means of resolution (i.e. problem solving process, peer mediation, adult assistance)</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies conflicts commonly experienced by peers</li> <li>•Predicts how one's own behavior can affect others' emotions</li> <li>•Demonstrates use of conflict resolution process</li> </ul>

<b>Goal IV Secondary: Demonstrate <u>interpersonal relationship skills</u> needed to establish and maintain positive relationships</b>			
	<b>Objective A: Student uses positive communication and social skills to interact effectively with others</b>	<b>Objective B: Student develops constructive relationships</b>	<b>Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</b>
<b>Grades 6-8 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies communication and social skills necessary for being part of a team or community and for achieving group goals</li> <li>•Demonstrates ability to perform different roles in cooperative groups (i.e. leader, recorder, reporter, time-keeper)</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes the potential effects of peer pressure in various situations</li> <li>•Identifies strategies for handling peer pressure</li> <li>•Demonstrates strategies for resisting peer pressure</li> <li>•Identifies opportunities for participating in constructive activities with others in various settings</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates conflict resolution skills to de-escalate, defuse, and resolve differences</li> <li>•Analyzes how all parties in conflict might get their needs met (win-win)</li> <li>•Identifies positive support people to seek out in a conflict situation / crisis</li> </ul>
<b>Grades 9-10 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Demonstrates collaboration strategies to move group efforts forward</li> <li>•Offers and accepts constructive criticism in order to make improvements</li> <li>•Works to maintain an objective, non-judgmental tone during disagreements</li> </ul>	<ul style="list-style-type: none"> <li>•Explains benefits of setting boundaries for oneself and others</li> <li>•Engages in strategies for maintaining constructive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, apologize / practice forgiveness, empathy and responsive listening)</li> <li>•Demonstrates self-advocacy skills</li> </ul>	<ul style="list-style-type: none"> <li>•Analyzes how responsive listening helps in preventing and resolving conflicts</li> <li>•Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety</li> <li>•Accesses conflict resolution and problem solving resources (i.e. security, trusted adults, counselors, and a problem-solving process) when needed</li> </ul>
<b>Grades 11-12 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Uses communication skills to get needs met without negatively impacting others</li> <li>•Empowers oneself and others through encouragement and affirmation</li> </ul>	<ul style="list-style-type: none"> <li>•Relates to and builds connections with other people by showing empathy, respect, and understanding</li> <li>•Independently seeks out relationships that nurture one's development and well-being</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrates an ability to communicate and respect others in the face of unresolved conflict</li> <li>•Regularly utilizes conflict resolution skills to de-escalate, defuse, and resolve differences</li> </ul>

<b>Goal V Elementary: Demonstrate <u>decision making</u> skills, problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts</b>			
	<b>Objective A: Student considers ethical, safety and societal factors in making decisions</b>	<b>Objective B: Student uses effective decision-making skills</b>	<b>Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations</b>
<b>Grades K-2 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies what it means to be responsible</li> <li>•Identifies ways to promote physical and emotional safety for oneself and others</li> <li>•Identifies ways to respond to unfamiliar adults in different settings</li> <li>•Stands up for a friend / peer and lets others know when a person is being treated unfairly</li> <li>• Recognizes that one has choices in how to respond to situations</li> </ul>	<ul style="list-style-type: none"> <li>•Describes ways to promote the safety of oneself and others</li> <li>•Implements a sequenced strategy for making decisions</li> <li>•Demonstrates effective social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate) in various situations</li> <li>•Demonstrates constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiates between small and large problems</li> <li>•Expresses concerns directly</li> <li>•Expresses empathy commensurate with the situation</li> <li>•Identifies and implements steps of a problem solving process</li> </ul>
<b>Grades 3-5 Student Expectations</b>	<ul style="list-style-type: none"> <li>•Identifies community and social norms that affect decision making</li> <li>•Defines types of bullying, associated consequences, and response strategies</li> <li>•Identifies inappropriate behaviors and describes how to respond to a situation</li> <li>•Recognizes and describes how the media can influence one's behavior</li> <li>• Stands up for self or a peer who is being bullied</li> </ul>	<ul style="list-style-type: none"> <li>•Describes and demonstrates the steps of a decision-making model / process</li> <li>•Actively participates in group decision-making processes</li> <li>•Demonstrates academic behaviors and self-regulation skills such as organization, completing assignments, planning, and preparation</li> </ul>	<ul style="list-style-type: none"> <li>•Identifies a variety of decisions and problems that students have in and out of school</li> <li>•Generates alternative solutions</li> <li>•Evaluates consequences of possible solutions for a range of academic and social situations</li> </ul>

<b>Goal V Secondary: Demonstrate <u>decision making</u> skills, problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts</b>			
	<b>Objective A: Student considers ethical, safety and societal factors in making decisions</b>	<b>Objective B: Student uses effective decision-making skills</b>	<b>Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations</b>
<b>Grades 6-8 Student Expectations</b>	<ul style="list-style-type: none"> <li>Evaluates how integrity, respect, fairness, and compassion contribute to ethical decision making</li> <li>Describes the power of a bystander to diffuse a bullying or sexual harassment situation</li> <li>Analyzes the benefits of school and societal rules</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and applies the steps of systematic decision-making</li> <li>Utilizes the steps of systematic decision-making in various situations</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes how decision-making skills affect study habits and academic performance</li> <li>Evaluates and applies strategies for resisting pressures to engage in unsafe or unethical activities</li> </ul>
<b>Grades 9-10 Student Expectations</b>	<ul style="list-style-type: none"> <li>Demonstrates ability to consider personal responsibility in making ethical decisions</li> <li>Applies ally strategies in a bullying or sexual harassment situation</li> <li>Evaluates how external influences (e.g. media, peers, social and cultural norms, and expectations of authority) affect one's decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Regularly utilizes a systematic decision-making process</li> <li>Regularly applies strategies for resisting pressures to engage in unsafe or unethical activities</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions</li> <li>Applies decision-making skills to establish responsible social and work relationships and to make healthy life-long choices</li> <li>Analyzes how present decision-making affects future choices and opportunities</li> </ul>
<b>Grades 11-12 Student Expectations</b>	<ul style="list-style-type: none"> <li>Recognizes and analyzes ethical reasoning to evaluate cultural constructs / societal practices</li> <li>Analyzes the value of speaking up with courage and respect when self or another has been hurt or wronged</li> <li>Examines different societies and cultures and considers how to express personal identity when moving between them</li> </ul>	<ul style="list-style-type: none"> <li>Applies decision-making skills that foster responsible social and work relations interactions</li> </ul>	<ul style="list-style-type: none"> <li>Routinely evaluates how decision-making affects interpersonal and group relationships</li> <li>Routinely applies problem solving and decision-making skills in one's daily life</li> </ul>