What is Social Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process through which students:

- Develop awareness and management of their emotions
- Set and achieve important personal and academic goals
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision making and responsible behaviors to achieve school and life success.
- Understand they exist in communities and contribute to community well-being

Educators and schools can help students develop social and emotional competencies by intentionally teaching these skills and by implementing specific instructional and classroom-management practices.

There is a strong research base that shows SEL can:

- Have a positive impact on school climate,
- Promote a host of academic benefits, and
- Help students become productive and positive citizens.

Social emotional learning requires a shift in the climate and culture within the education system and a deep and equitable engagement with each student. Successful implementation will require professional learning, cultural responsiveness and family/community partnerships. Development and implementation of social emotional learning within a school provides an opportunity for a deep examination of the assumptions about a student's strengths and capacity to learn, the relationships within schools across diverse backgrounds.

Why SEL? Why Now?

Over the past decade, Social Emotional Learning (SEL) has increased popularity around the country as many states begin to develop and adopt SEL standards. There is a growing awareness in Washington and in the U.S. among educators and policymakers about the importance of social and emotional development for successful student performance in school. Research indicates large numbers of WA children are contending with significant social, emotional, and mental health barriers to their success in school and life. The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness to learn and the ability to benefit from learning opportunities.

Significant progress has been made in the United States in establishing SEL as a component of education policy. On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the

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Research shows Social Emotional Learning contributes to:

Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;

Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;

Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and

Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.

Source: Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions.

Elementary and Secondary Education Act of 1965 (ESEA). There are several elements of this new law that support social and emotional learning. ESSA allows more flexibility for states and local school districts to define and assess student success. One example is in Title IV, LEAs who receives allocations under section 4105 are required to implement comprehensive programs that "foster safe, healthy, supportive, and drug free environments that support student academic achievement" including programs that "support a healthy, active life style", "help prevent bullying and harassment", and "establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success such as by providing integrated systems of student and family supports" (Every Student Succeeds Act, Sec. 4108 (2)(ii)(iii)(viii), 2015).

The Washington state legislature intends "to continue to strengthen and modify the structure of the entire K-12 educational system, including nonbasic education programmatic elements, in order to build the capacity to anticipate and support potential future enhancements to basic education as the educational needs of our citizens continue to evolve" (RCW 28A.150.198). In 2012, the Department of Early Learning, Thrive by Five Washington, and the Office of Superintendent of Public Instruction issued the Early Learning and Development Guidelines from birth through third grade. The guidelines discuss child development at different stages from birth through age 8 in a ways that is culturally inclusive. In 2015, the Washington State Legislature directed the Office of Superintendent of Public Instruction (OSPI) to convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning (Engrossed Substitute Senate Bill 6052 Sec 501 (34)).

Guiding Principles

A student's ability to use appropriate social and emotional skills are dependent on many factors in their lives and even throughout their day.

These benchmarks **are**	These benchmarks **are not**
- Intended to elevate the importance of positive skill development for all children and to indicate areas for growth and development. - Intended to be cultural responsive to the unique backgrounds of our students	- Intended to be a way to stigmatize, marginalize or exclude students in schools. - Intended to elevate any single cultural value

In examining this work, please take great care in reflecting on the complexity of human development. Educators must seek opportunities to optimize and solidify a student's current personal, academic, and cultural strengths and abilities, while providing more opportunities to enhance and grow skills of the lifelong learner and community member. Working collaboratively with families and communities to identify when and where a student can or cannot access their social and emotional skills will provide valuable feedback on how best to meet a student's needs.

Social and Emotional Learning (SEL) should be viewed as a continuum for all students and is not designed to be measured by age or grade. There are certain circumstances that may affect where a child or adult is at on this spectrum. Some of these circumstances include physical or emotional neglect, loss of a parent, complex trauma, vicarious (secondary) trauma and toxic stress. Additionally, the stress and anxiety associated with academic demands

and school experiences may affect a student's social emotional learning. These circumstances can be a onetime event or a chronic, ongoing reality. All children and adults handle trauma and adversity differently, and students can express different forms of emotional distress after experiencing stressors through different forms of internalizing or externalizing behaviors.

If we are to ensure each and every student has a meaningful opportunity at success in their education experience, schools must be equipped to support the needs of the whole child including the needs of those students who are English learners, highly capable, or have disabilities. A predictable, consistent school climate that enhances social and emotional skills and builds supportive relationships between educators and students benefits everyone in our schools.

Foundational Components

These Standards, Benchmarks, and Indicators are designed to build upon the Foundational Components of Family/Community Partnership, Cultural Responsiveness, and Professional Learning. When considering the standards and their implementation, the Workgroup highly recommends aligning the standards with the foundational components. Doing so will foster deeper connections between schools and families, schools and community partners, and teachers with their students, as well as helping to ensure meaningful cultural sensitivity, and more avenues for professional learning.

Family/Community Partnership: Engagement of families in their child's learning is associated with increased achievement and academic performance, improved self-regulation, fewer discipline problems, stronger homework and study habits, improved work orientation, more positive attitudes toward school, and higher educational aspirations (e.g., Fan & Chen, 2001; Masten & Coatsworth, 1998). In the context of supporting the development of SEL competencies, families play a critical role. They help children to develop and practice them in contexts that are culturally and linguistically sensitive and relevant for the child. As students learn social-emotional skills, they need opportunities to practice and apply the skills in actual situations and be recognized for using these skills across a variety of settings, including home (Bond & Hauf, 2004; Hawkins et al., 2004; Nation et al., 2003; Weare & Nind, 2011). Two-way communication with families and community partners about the importance of SEL, including ways in which it can be supported at home and in the community is essential to encouraging SEL development in students.

Cultural Responsiveness: Culture is central to student growth and learning. Culturally responsive education recognizes, respects and uses student identities and backgrounds to create optimal learning. Teaching methods that use references to a student's culture help the student understand mainstream culture through a lens of recognition and acknowledgement. The link between culture and classroom instruction derives from evidence that cultural practices shape thinking processes. A culturally responsive education addresses attitudes, environment, curriculum, teaching strategies and family/community involvement. Applying benchmarks in a culturally responsive manner is the foundation for success.

Professional Learning: Regular and continued training empowers staff to take ownership of the benchmarks as they interact with students; thereby creating a school climate and cultural shift where social emotional needs are addressed throughout a student's day. Professional development for administrators and educators on how SEL can be supported and developed through curriculum, instruction, and assessment is a key element in the success of programs to help students build these critical competencies. Professional learning should connect SEL to effective teaching practices. SEL should be a meaningful, integral, and integrated part of all professional learning. Coordinated professional learning provides a common language and

understanding across grades and settings, district wide. Further, all adults should model SEL for students. To ensure there is consistency in the messages students receive and the practices they experience it is also important to coordinate classroom instruction in SEL with school, family, district, and community experiences.

These standards are working toward the following three goals:

Goal 1: Develop awareness of self and others.

Several skills and attitudes provide a strong foundation for achieving school and life success. One foundational skill involves developing and demonstrating an awareness of one's own emotions, strengths, and areas for growth as well as demonstrating an awareness of the thoughts, feelings, and perspectives of others, including those that are different from one's own. A related set of skills involves accurately assessing ones abilities and interests, building strengths, and identifying family, school, and community resources.

Goal 2: Demonstrate self and social management in personal, school, and community contexts.

Self and social management skills can assist students in regulating emotions, thoughts, and behaviors effectively in different situations. The ability to manage stress, control impulses, and motivate oneself, while setting and working toward achieving personal and academic goals helps students take control over their own thoughts and emotions while learning how to translate those emotions intro positive behaviors.

Goal 3: Advocate and be responsible for one's self and one's community

It is critical for students to be able to establish and monitor their progress toward achieving academic, social, and personal goals. Contributing to the good of one's classroom, school, family, community, and environment is essential to citizenship in a democratic society.

To reach these goals, this document provides:

- **Standards** to hold these goals up to,
- **Benchmarks** on identifying when standards are met, and
- **Indicators** that allow for students, teachers, parents, and community members to see whether the benchmarks and standards are being met.
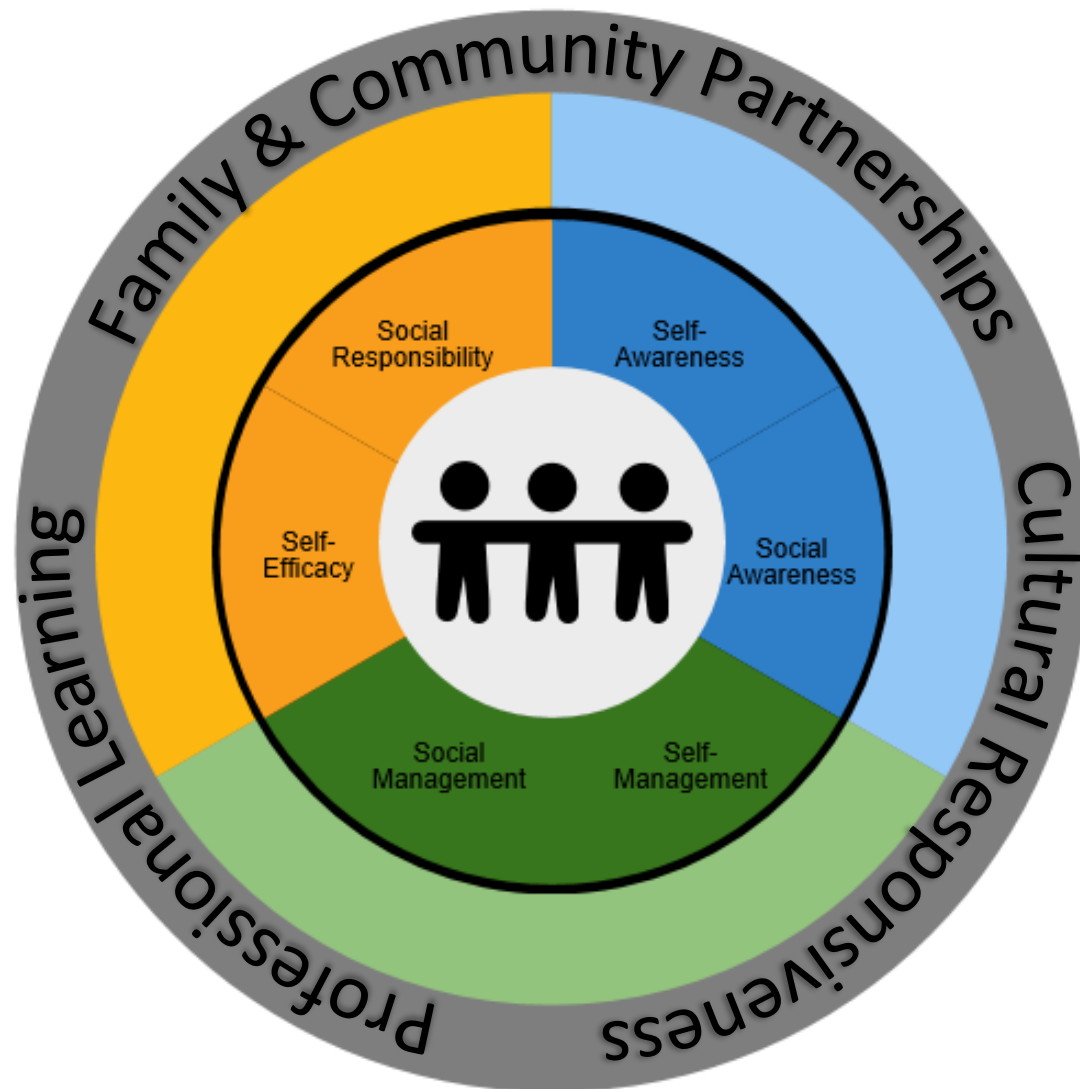
It is a nested, interdependent framework: **Standard ➔ Benchmark ➔ Indicator**.

SELF		SOCIAL	
STANDARD 1	**SELF-AWARENESS –** Student has the ability to identify and name one's emotions and their influence on behavior.	**STANDARD 4**	**SOCIAL AWARENESS –** Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
1A	Demonstrates awareness of own emotions.	4A	Demonstrates awareness of other people's emotions and perspectives.
1B	Demonstrates awareness of personal strengths and areas for growth.	4B	Demonstrates awareness of cultural issues and a respect for human dignity and differences.
1C	Demonstrates awareness of family, school, and community resources and supports.	4C	Demonstrates an understanding of social cues.
STANDARD 2	**SELF-MANAGEMENT –** Student has the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.	**STANDARD 5**	**SOCIAL MANAGEMENT –** Student has the ability to make constructive and respectful choices about personal behavior and social interactions.
2A	Demonstrates the ability to manage emotions constructively.	5A	Demonstrates positive communication and social skills to interact effectively with others.
2B	Demonstrates honesty and integrity.	5B	Demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.
2C	Demonstrates effective decision-making and problem solving skills.	5C	Demonstrates the ability to develop positive and constructive relationships.
STANDARD 3	**SELF-EFFICACY –** Student has the ability to define a goal, persevere, and see oneself as capable.	**STANDARD 6**	**SOCIAL RESPONSIBILITY –** Student has the ability to identify one's social space and to advocate for one's community.
3A	Demonstrates the ability to set, persevere, and achieve goals.	6A	Demonstrates a sense of social and civic responsibility.
3B	Demonstrates ability to assume responsibility.	6B	Demonstrates the ability to work with others to set, persevere, and achieve goals.
3C	Demonstrates the ability to self-advocate.	6C	Demonstrates effective strategies to advocate for school and community.

Acknowledgements:

STANDARD 1	SELF-AWARENESS – Student has the ability to identify and name one's emotions and their influence on behavior.				
Benchmark 1A	**Demonstrates awareness of own emotions.** Student: *"I can identify and tell you how I feel."* Parents & Teachers: *"I see you feel _____."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Recognize emotions and feelings. • Describe their emotions and the situations that cause them. • Recognize and describe\behaviors.	• Distinguish among intensity levels of their emotions. • Identify physical symptoms and thoughts related to emotion. • Recognize emotions are linked to thoughts and behaviors.	• Recognize uncomfortable emotions as indicators of situations in need of attention. • Analyze emotional states that contribute to or detract from their ability to solve problems. • Explain the possible outcomes associated with the different forms of communicating emotions.	• Distinguish actual feelings from how others expect them to feel. • Describe the external event or internal thought that brought on an emotion. • Understand the effect of self-talk on emotions.	• Describe how changing their perspective of an event can alter how they feel about it. • Use self-reflection to assess if their emotional response was proportional to the situation. • Evaluate how expressing one's emotion in different situations affects others.

STANDARD 1	**SELF-AWARENESS** – Student has the ability to identify and name one's emotions and their influence on behavior.				
Benchmark 1B	**Demonstrates awareness of personal strengths and areas for growth.** Student: *"I understand my strengths and challenges."* Parents & Teachers: *"I see you are aware of your strengths and challenges."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify their likes and dislikes. • Describe activities/ tasks they do well. • Describe an activity/task of which they may need help in order to be successful.	• Describe the personal strengths they possess that make them successful members of their school community. • Identify and explore opportunities to develop personal strengths.	• Analyze how personal strengths and challenges influence choices and successes. • Apply self-reflection techniques to recognize their strengths, areas for growth, and potentials. • Set priorities to build on strengths and address an area of growth.	• Recognize their personal learning style and find ways to employ those styles. • Explore possible career and volunteer opportunities based on their identified interests and strengths. • Implement a plan to build on strengths and address an area of growth.	• Identify passions. • Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. • Demonstrate confidence based upon identified areas of strength.

SAMPLE

STANDARD 1   **SELF-AWARENESS –** Student has the ability to identify and name one's emotions and their influence on behavior.

Benchmark 1C   **Demonstrates awareness of family, school, and community resources and supports.**
Student: *"I understand where I can find help and support."*
Parents & Teachers: *"I see you are aware of the support around you."*

Indicators K-12
Continuum

Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)

SAMPLE

Indicators					
	• Identify an adult they can talk to. • Explain situations in which they need to seek adult help (big problem/small problem). • Understand how and where to get help in an emergency situation.	• Recognize qualities of positive role models. • Identify positive adults in various facets of their lives. • Identify peer, home, and school resources they can access to help solve problems and support school success and responsible behavior.	• Demonstrate awareness of where to go for support when in need. • Recognize school and community influences on personal development • Analyze whether groups within community are supportive or non-supportive.	• Identify school personnel and understand when and how to use them. • Identify individuals and organizations in their community that provide support and opportunities to develop their interests or talents. • Identify and seek out adult role models.	• Access community resources to help them achieve their goals. • Access safety networks in school and community for self and others. • Develop support systems that contribute to school and life success.

STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
Benchmark 2A	**Demonstrates ability to manage emotions constructively.** Student: *"I do appropriately handle my feelings."* Parents & Teachers: *"I see you are handling your feelings in ways that are constructive and appropriate."*

Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify ways to calm themselves. • Demonstrate constructive ways to deal with upsetting emotions. • Learn to identify situations that create stress.	• Use self-monitoring strategies (self-talk) to regulate emotions. • Adapt to handle stressful situations (e.g. calm down, walk away, seek help, or mediation/deep breathing). • Demonstrate an ability to present their own perspective (I-messages). • Predict possible outcomes to behavioral choices.	• Apply strategies to manage stress and to motivate successful performance. • Reflect on possible consequences, both positive and negative, before expressing an emotion. • Generate ways to develop healthy attitudes (e.g., self-care, esteem, optimism).	• Demonstrate the ability to stop and think about consequences before acting when emotions are triggered. • Evaluate the role attitude can play in success (i.e. pessimism vs. optimism). • Practice strategies for coping with and overcoming feelings of isolation, anxiety, depression or stress. • Express emotions in socially appropriate ways.	• Incorporate personal management skills on a daily basis and demonstrate effective self-management as a way of being.

STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.				
Benchmark 2B	**Demonstrates honesty and integrity.** Student: *"I do act in an honest manner."* Parents & Teachers: *"I see you are acting in an honest and fair manner."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Distinguish between a truth and a lie. • Analyze the consequences of lying. • Recognize the importance of telling the truth.	• Demonstrate ability to tell the truth in a difficult situation, while honoring personal boundaries. • Identify reasons why honesty is a valued trait. • Identify consequences and outcomes of both honesty and dishonesty.	• Activate personal integrity as a tool to resist negative peer pressure. • Evaluate how honesty contributes to lifelong success and relationship building.	• Analyze behavior to determine whether or not they are being honest and true to themselves. • Analyze whether they are behaving in an honest manner and adjust accordingly.	• Show authenticity in their behaviors. • Act with a correlation between their words and actions ("walk the talk"). • Demonstrate the ability to behave in a manner that is honest and true to themselves.

STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Benchmark 2C   **Demonstrates effective decision-making and problem solving skills.**
Student: *"I do demonstrate effective decision-making and problem solving skills."*
Parents & Teachers: *"I see you demonstrating effective decision-making and problem solving skills."*

Indicators K-12
Continuum

Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)

SAMPLE

Indicators	• Describe ways to promote the safety of oneself and others. • Recognize there are choices in how to respond to situations. • Implement "Stop. Think. Act." Strategies in solving problems.	• Describe the steps of a decision-making model. • Generate alternative solutions to problems and predict possible outcomes. • Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	• Identify and apply the steps of systematic decision-making. • Evaluate strategies for avoiding risky behavior. • Analyze how decision-making skills improve study habits and academic performance. • Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	• Evaluate how external influences (e.g., media, peer, cultural norms) affect their decision-making. • Consider ethical, safety, and societal factors when making their decisions. • Evaluate personal abilities to gather information, generate alternatives and anticipate the consequences of decisions.	• Apply decision-making skills to foster responsible social and work relations and to make healthy lifelong choices. • Analyze how present decision making affects college and career choices. • Evaluate how responsible decision making affects interpersonal and group relationships.

STANDARD 3	**SELF-EFFICACY** – **Student has the ability to define a goal, persevere, and see oneself as capable.**

Benchmark 3A	**Demonstrates the ability to set, persevere, and achieve goals.** Student: *"I believe in my ability to succeed, despite setbacks."* Parents & Teachers: *"I see you learning from mistakes while pushing forward toward your personal goals."*

Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify a goal (hope, dream). • Identify the steps needed to perform a routine task or accomplish a goal. • Describe a personal accomplishment. • Celebrate accomplishments by saying and doing things for self when a goal is reached. • Recognizes mistakes.	• Describe why participating in school is important to helping to achieve personal goals. • Describe the steps in setting and working toward goal achievement. • Evaluate what might have been done differently to achieve greater success on a goal. • Distinguish between long-term and short-term goals.	• Identify the areas of school and life that are within their control. • Apply goal-setting to promote academic success. • Set a positive social interaction goal. • Demonstrate goal-setting skills relating to potential career paths. • Describe a goal achieved despite setbacks.	• Monitor progress toward achieving their goals, and make adjustments to plan as needed. • Identify outside resources that can help in achieving goal. • Set a positive long-term academic goal that includes short-term goals. • Identify and apply strategies to make use of resources and overcome obstacles to achieve goals.	• Demonstrate reframing skills to promote resiliency and optimism. • Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. • Demonstrate an understanding that goal setting helps promote lifelong success.

STANDARD 3	SELF-EFFICACY – Student has the belief to succeed and to exert control over their own motivation, behavior, and environment.				
Benchmark 3B	**Demonstrates ability to assume responsibility.** Student: *"I believe I can make a positive change in my life by being personally responsible."* Parents & Teachers: *"I see you accepting your responsibilities."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify school-wide expectations and responsibilities. • Understand that there are positive and negative consequences for their choices and actions. • Recognize the impacts from choices and actions. • Demonstrate responsible use of others' belongings (ask permission; take care of them)	• Understand that school-wide expectations and responsibilities promote a safe and productive environment. • Choose to do school responsibilities without being reminded. • Define what it means to be responsible and can identify things for which they are responsible. • Explain the benefits of being responsible.	• Analyze the short and long term outcomes of safe, risky, and harmful behaviors. • Define their personal responsibility for the outcomes involved in safe, risky, and harmful behaviors. • Define their responsibility in the face of peer pressure.	• Analyze the effect of taking responsibility or not taking responsibility can have on themselves and others. • Describe how taking personal responsibility can lead to success. • Demonstrate an ability to take responsibility for their choices.	• Analyze the level of control one has over situations in life. • Describes one's circles of influence in life.

STANDARD 3	SELF-EFFICACY – Student has the ability to define a goal, persevere, and see oneself as capable.				
Benchmark 3C	**Demonstrates the ability to self-advocate.** *Student: "I believe in my ability to represent myself and my views."* *Parents & Teachers: "I see you standing up for yourself and allowing yourself to be heard."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify feelings in a conflict. • Appropriately ask for help. • Demonstrate the ability to express thoughts. • Recognize that one has choices in how to respond to situations.	• Demonstrate the ability to express self in a conflict. • Demonstrate the ability to create a plan to resolve conflict. • Demonstrate the ability to say "no" to negative peer pressure.	• Demonstrate the ability to present positive alternative when faced with negative peer pressure. • Demonstrate the ability to present and support personal point of view.	• Demonstrate the ability to assert one's self when necessary. • Demonstrate the ability to identify when support is needed for self-advocacy.	• Demonstrate the ability to advocate with different audiences.

STANDARD 4	SOCIAL AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.				
Benchmark 4A	**Demonstrate awareness of other people's emotions and perspectives.** Student: *"I aim to understand the feelings and viewpoints of others."* Parents & Teachers: *"I see you caring about understanding the feelings and viewpoints of others."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Use listening and attention skills to identify the feelings and perspectives of others (face, body, voice) • Identify words and actions that hurt others.	• Predict how their words and actions affect the emotions of others. • Define the terms perspective and point-of-view. • Use listening skills to identify the feelings and perspectives of others. • Describe why others may be expressing specific feelings.	• Analyze ways their behavior may affect the feelings of others. • Provide support and encouragement to others. • Show respect for other people's perspectives. • Provide support and assistance to others in need.	• Identify verbal, physical, and situational cues that indicate how others may feel. • Use communication skills to understand the perspective of others. • Demonstrate ways to express understanding of people who hold different perspectives. • Demonstrate ways to express empathy for others.	• Differentiate between the factual and emotional content of what a person says. • Value and learn from the perspectives of others. • Demonstrate ways to respond with compassion.

STANDARD 4	SOCIAL AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.				
Benchmark 4B	Demonstrates awareness of cultural issues and a respect for human dignity and differences. Student: "I aim to understand cultural issues and I respect the individual differences of others." Parents & Teachers: "I see you aiming to understand cultural issues and showing respect for the individual differences of others."				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Describe ways that people are similar and different. • Name positive human qualities that people share.	• Define the terms "stereotyping," "discrimination," and "prejudice." • Identify similarities and differences among various social and cultural groups. • Identify how to work effectively with those who are different from oneself.	• Demonstrate and understand how people of different groups can help one another and effectively work together. • Explain how individual, social, and cultural differences may increase vulnerability to stereotyping, discrimination, and prejudice and identify ways to address this.	• Develop respect for individuals from different social and cultural groups. • Participate in cross-cultural activities and reflect on the experience.	• Evaluate strategies for being respectful of others and opposing stereotyping, discrimination, and prejudice. • Evaluate how advocacy for the rights of others contributes to the common good. • Demonstrate the ability to be culturally sensitive and responsive in a variety of settings.

STANDARD 4	SOCIAL AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.				
Benchmark 4C	**Demonstrates an understanding of social cues.** Student: *"I care about how I perceive others and how they perceive me."* Parents & Teachers: *"I see you caring about how you perceive others and how they perceive you."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Understand the importance of respecting personal space. • Appropriately engage in play with others (i.e., introduce self, ask permission, join in, and invite others to join in). • Describe strategies for being a good friend.	• Describe tone and how it is used to communicate to others. • Describe the impact of body language and facial expressions in communication. • Develop awareness of how social cues may be different among various groups. • Describe strategies for making and keeping friends.	• Analyze social situations and positive responses to those situations (e.g. school dance, peer pressure situations, cliques, or public speaking). • Recognize the personal boundaries of themselves and others (friends, family members, and teachers).	• Evaluate how society and cultural norms and customs have an effect on personal interactions. • Read social cues and recognize the impact of their reactions to those cues.	• Recognize and respond to social cues in a manner that contributes to their life-long success.

STANDARD 5	SOCIAL MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.				
Benchmark 5A	**Demonstrates positive communication and social skills to interact effectively with others.** Student: *"I do interact well with others by using positive communication and social skills."* Parents & Teachers: *"I see you interacting well with others by using positive communication and social skills."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Pay attention to others when they are speaking. • Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.). • Take turns and share with others.	• Give and receive compliments in a genuine manner. • Use attentive listening skills to foster better communication. • Demonstrate good sportsmanship. • Demonstrate cooperative behaviors in a group (i.e. listen, encourage, acknowledge opinions, compromise, and reach consensus).	• Differentiate between passive, assertive, and aggressive responses. • Practice active and reflective listening. • Demonstrate the ability to perform different roles in cooperative groups (leader, reporter, time-keeper)	• Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward. • Offer and accept constructive criticism in order to make improvements. • Work to maintain an objective, non-judgmental tone during disagreements.	• Use assertive communication to get their needs met without negatively impacting others. • Empower, encourage, and affirm themselves and others through their interactions. • Demonstrate effective participation in group projects.

STANDARD 5	SOCIAL MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.				
Benchmark 5B	Demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways. Student: *"I do aim to prevent and resolve interpersonal conflicts in constructive ways."* Parents & Teachers: *"I see you preventing and resolving interpersonal conflicts in constructive ways."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify situations in which students need an adult help to resolve. • Recognize there are many ways to solve conflicts and practice solving problems.	• Show an understanding of conflict as a natural part of life. • Describe causes and effects of conflicts. • Distinguish between destructive and constructive ways of dealing with conflict. • Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)	• Identify the roles of individuals in conflict and understand their responsibility in reaching resolution. • Apply conflict resolution skills to de-escalate, defuse, and resolve differences. • Identify how all parties in conflict might get their needs met (win-win). • Identify positive supports to go to in a conflict situation/crisis.	• Analyze how listening and talking accurately help in preventing and resolving conflicts. • Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. • Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors).	• Demonstrate an ability to co-exist with civility in the face of unresolved conflict. • Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. • Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts.

STANDARD 5	SOCIAL MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.				
Benchmark 5C	**Demonstrates the ability to develop positive and supportive relationships.** Student: *"I do aim to have positive relationships with the people around me."* Parents & Teachers: *"I see you working on having positive relationships with the people around you."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators	• Identify relationships they have with others. • List traits of a good friend. • Design a plan for making friends. • Identify strategies for maintaining positive relationships. • Identify ways to treat differences with respect.	• Recognize the difference between positive and negative relationships. • Understand the difference between safe and risky behaviors in a relationship. • Identify a problem in a relationship and seek appropriate assistance. • Recognize and value relationships with diverse individuals.	• Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. • Involve themselves in positive activities with their peer group. • Demonstrate ability to be true to personal values when choosing friendships. • Demonstrate the ability to build relationships with diverse individuals.	• Understand the benefits of setting limits for themselves and others (boundaries). • Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) • Understand the value of mentors. • Practice and maintain relationships with diverse individuals.	• Actively participate in a healthy support network of valued relationships. • Independently seek out relationships that enrich and support their development through life.

STANDARD 6	SOCIAL RESPONSIBILITY– Student has the ability to consider others and a desire to contribute to the well-being of school and community.				
Benchmark 6A	Demonstrates a sense of social and civic responsibility. Student: *"I believe I can make positive changes to my school and community."* Parents & Teachers: *"I see you making a contribution to your school and community."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators					

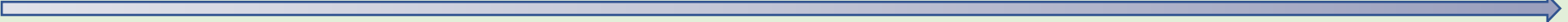| STANDARD 6	SOCIAL RESPONSIBILITY– Student has the ability to consider others and a desire to contribute to the well-being of school and community.				
Benchmark 6B	**Demonstrates the ability to work with others to set, persevere, and achieve goals.** Student: *"I believe in my ability to work with others to make my community better, despite setbacks."* Parents & Teachers: *"I see you learning from your mistakes to make your community better."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators					

STANDARD 6	SOCIAL RESPONSIBILITY– Student has the ability to consider others and a desire to contribute to the well-being of school and community.				
Benchmark 6C	**Demonstrates effective strategies to advocate for school and community.** Student: *"I believe in my ability to be an effective community advocate."* Parents & Teachers: *"I see you are able to effectively advocate for your community."*				
Indicators K-12 Continuum	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early High School (9 & 10)	Late High School (11 & 12)
Indicators					