

SEL Standards





NOTE: these SEL standards have been translated and adapted from the SEL Standard of Illinois State, USA, courtesy of CASEL and the Illinois State Board of Education. The Illinois standards presented here are meant to be used only as a practical educational tool, a reference for SEL skills assessment during the experimental phase of the “Learning to Be” project. They are not part of any national curricula in European schools.

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Annex B1

SEL Standards

Grade 4

GOAL	LEARNING STANDARD	BENCHMARK
1. Develop self-awareness and self-management skills to achieve school and life success.	1.1 Identify and manage one’s emotions and behaviour.	<ul style="list-style-type: none"> Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner.
	1.2 Recognize personal qualities and external supports	<ul style="list-style-type: none"> Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behaviour.
	1.3 Demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.	2.1 Recognize the feelings and perspectives of others..	<ul style="list-style-type: none"> Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.
	2.2 Recognize individual and group similarities and differences.	<ul style="list-style-type: none"> Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself.
	2.3 Use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> Describe approaches for making and keeping friends. Analyse ways to work effectively in groups.
	2.4 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> Describe causes and consequences of conflicts. Apply constructive approaches in resolving conflicts.
3. Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts.	3.1 Consider ethical, safety, and societal factors in making decisions.	<ul style="list-style-type: none"> Demonstrate the ability to respect the rights of self and others. Demonstrate knowledge of how social norms affect decision making and behaviour.
	3.2 Apply decision-making skills to deal responsibly with daily academic and social situations.	<ul style="list-style-type: none"> Identify and apply the steps of systematic decision making. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
	3.3 Contribute to the well-being of one’s school and community.	<ul style="list-style-type: none"> Identify and perform roles that contribute to the school community.. Identify and perform roles that contribute to one’s local community.

LEARNING STANDARD	STAGE/ LEVEL	PERFORMANCE DESCRIPTORS
1A. Identify and manage one's emotions and behaviour.	A	<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.
	B	<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 behaviour affects others. 7. Practice different strategies for handling upsetting situations.
	C	<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).
1B. Recognize personal qualities and external supports	A	<ol style="list-style-type: none"> 1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbour). 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. Analyse the positive qualities of role models. 5. Analyse 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.
	B	<ol style="list-style-type: none"> 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.
	C	<ol style="list-style-type: none"> 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).

1 C. Demonstrate skills related to achieving personal and academic goals.	A	<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).
	B	<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
	C	<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. Analyse 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.
2A. Recognize the feelings and perspectives of others.	A	<ol style="list-style-type: none"> 1. Distinguish between nonverbal and verbal cues and messages. 2. Analyse 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.
	B	<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.
	C	<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. Analyse why literary characters felt as they did. 4. Analyse the various points of view expressed on an historical, political, or social issue. 5. Evaluate how a change in behaviour of one side of a disagreement affects the other side.
2B. Recognize individual and group similarities and differences.	A	<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. Analyse how people of different groups can help one another and enjoy each other's company. 5. Analyse 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 analyse various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).

	<p>B</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. Analyse 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>C</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. Analyse 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>2C. Use communication and social skills to interact effectively with others.</p>	<p>A</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>B</p>	<ol style="list-style-type: none"> 1. Identify ways to build positive relationships with peers, family and others. 2. Identify attributes of cooperative behaviour in a group setting. 3. Demonstrate cooperative behaviours 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 behaviours within a group.
	<p>C</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>2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>A</p>	<ol style="list-style-type: none"> 1. Identify bullying behaviour and how it affects people. 2. Explain what happens when a conflict is not resolved. 3. Describe ways to stop rumours. 4. Analyse 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 favourite literary character handles conflict.
	<p>B</p>	<ol style="list-style-type: none"> 1. Identify the consequences of a solution. 2. Identify assertive, passive and aggressive conflict resolution behaviours. 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.

	C	<ol style="list-style-type: none"> 1. Identify the consequences of conflict resolution behaviour. 2. Identify refusal skills for unsafe behaviours (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.
3A: Consider ethical, safety, and societal factors in making decisions.	A	<ol style="list-style-type: none"> 1. Identify examples of ethical behaviour 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. Analyse 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).
	B	<ol style="list-style-type: none"> 1. Identify factors that make a situation unsafe. 2. Recognize the consequences to oneself and others of dishonest behaviour. 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.
	C	<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. Analyse 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.
3B: Apply decision-making skills to deal responsibly with daily academic and social situations.	A	<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.

	<p>B</p>	<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"> • define the problem • say how you feel • identify contributing factors • set a goal • identify alternative solutions and the consequences of each • select the best solution • 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.
	<p>C</p>	<ol style="list-style-type: none"> 1. Identify challenges and obstacles to solving problems. 2. Identify healthy alternatives to risky behaviours. 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 behaviour. 5. Apply a decision-making model to deal with unwanted behaviour.
<p>3C. Contribute to the well-being of one's school and community.</p>	<p>A</p>	<ol style="list-style-type: none"> 1. Describe what you learned about your school or community from your participation in a recent service project 2. Describe what you learned about yourself from participation in this project. 3. Analyse the impact on the need addressed of a recent service project in which you participated. 4. Analyse what you would do differently next time. 5. Communicate the results of a school or community service project to a parent or community group. 6. Write a letter to a newspaper editor on a community problem such as homelessness.
	<p>B</p>	<ol style="list-style-type: none"> 1. Identify ways that community workers assist residents in protecting and improving neighbourhoods. 2. Analyse your rights and responsibilities as a member of your school community. 3. Discuss your reasons for voting as you did in a simulated local, state, or national election. 4. Participate in making and enforcing classroom rules. 5. Brainstorm ways you could contribute to your community (e.g., help a neighbour, contribute to community safety, help keep your block clean). 6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.
	<p>C</p>	<ol style="list-style-type: none"> 1. Identify various ways that community workers assist residents in beautifying and protecting neighbourhoods. 2. Gather information on a community issue or need. 3. Develop a plan with your classmates to address a community issue or need. 4. Monitor your progress on implementing a plan to address a community issue or need. 5. Evaluate implementation of a class plan to address a community issue. 6. Make recommendations on how you would improve a plan that addresses a community issue.

Annex B2

SEL Standards Grade 8

GOAL	LEARNING STANDARD	BENCHMARK
1. Develop self-awareness and self-management skills to achieve school and life success.	1.1 Identify and manage one’s emotions and behaviour.	<ul style="list-style-type: none"> Analyse factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.
	1.2 Recognize personal qualities and external supports	<ul style="list-style-type: none"> Analyse how personal qualities influence choices and successes. Analyse how making use of school and community supports and opportunities can contribute to school and life success.
	1.3 Demonstrate skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.	2.1 Recognize the feelings and perspectives of others.	<ul style="list-style-type: none"> Predict others’ feelings and perspectives in a variety of situations. Analyze how one’s behaviour may affect others.
	2.2 Recognize individual and group similarities and differences.	<ul style="list-style-type: none"> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences.
	2.3 Use communication and social skills to interact effectively with others.	<ul style="list-style-type: none"> Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness.
	2.4 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<ul style="list-style-type: none"> Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it.
3. Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts.	3.1 Consider ethical, safety, and societal factors in making decisions.	<ul style="list-style-type: none"> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules.
	3.2 Apply decision-making skills to deal responsibly with daily academic and social situations.	<ul style="list-style-type: none"> Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
	3.3 Contribute to the well-being of one’s school and community.	<ul style="list-style-type: none"> Evaluate one’s participation in efforts to address an identified school need. Evaluate one’s participation in efforts to address an identified need in one’s local community.

LEARNING STANDARD	STAGE/ LEVEL	PERFORMANCE DESCRIPTORS
1A. Identify and manage one's emotions and behaviour.	A	<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).
	B	<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.
	C	<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).
1B. Recognize personal qualities and external supports	A	<ol style="list-style-type: none"> 1. Identify extra-curricular activities available to students. 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behaviour). 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.).
	B	<ol style="list-style-type: none"> 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.

	C	<ol style="list-style-type: none"> 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.
1 C. Demonstrate skills related to achieving personal and academic goals.	A	<ol style="list-style-type: none"> 1. Identify resources to help progress towards a goal (e.g., research materials). 2. Analyse how barriers and supports influenced the completion of action steps toward achieving a goal. 3. Analyse 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.
	B	<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. Analyse what you learned from this experience and what you would do differently next time.
	C	<ol style="list-style-type: none"> 1. Identify who helped you and how in achieving a recent goal. 2. Analyse why you were or were not able to overcome obstacles in working on a recent goal. 3. Analyse the impact of unforeseen opportunity on achieving a goal. 4. Analyse why scheduling conflicts might require you to change the time frame for achieving a goal. 5. Analyse how using illegal substances could interfere with achievement of a long-term goal. 6. Analyse how academic achievement can contribute to achievement of a long-term goal.
2A. Recognize the feelings and perspectives of others.	A	<ol style="list-style-type: none"> 1. Identify the feelings and perspective of others during group discussions. 2. Recall a situation where your behaviour impacted the feelings of others either positively or negatively. 3. Describe how classmates who are the subject of rumours 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>B</p>	<ol style="list-style-type: none"> 1. Analyse 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 analyse why they felt as they did. 6. Provide support to others who are experiencing problems.
	<p>C</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>2B. Recognize individual and group similarities and differences.</p>	<p>A</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>B</p>	<ol style="list-style-type: none"> 1. Analyse 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. Analyse 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>C</p>	<ol style="list-style-type: none"> 1. Discuss stereotyping and its negative effects for both the victim and perpetrator. 2. Analyse how various social and cultural groups are portrayed in the media. 3. Analyse how exposure to cultural diversity might either enhance or challenge your health behaviours (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.

2C. Use communication and social skills to interact effectively with others.	A	<ol style="list-style-type: none"> 1. Role-play how to report bullying behaviour. 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.
	B	<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.
	C	<ol style="list-style-type: none"> 1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. 2. Analyse differences in the degree of intimacy that is appropriate in each kind of relationship. 3. Analyse differences in resolving conflicts in different types of relationships. 4. Analyse 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.
2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	A	<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 behaviours encouraged by peers (e.g., drugs, gossip, sexual behaviours, self-destructive behaviour, etc.). 5. Analyse 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.
	B	<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 analyse and resolve a conflict situation. 5. Practice peer mediation skills. 6. Explain the concept of a win-win resolution to conflict.

	C	<ol style="list-style-type: none"> 1. Identify how both parties to a conflict might get their needs met. 2. Analyse scenarios to show how power struggles contribute to conflict. 3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friend, casual acquaintances). 4. Evaluate the effectiveness of enforced resolutions vs. mutually degrees 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).
3A: Consider ethical, safety, and societal factors in making decisions.	A	<ol style="list-style-type: none"> 1. Identify safe alternatives to risky behaviours (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 behaviour 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 behaviours (e.g., cheating, lying, stealing, plagiarism, etc.).
	B	<ol style="list-style-type: none"> 1. Recognize the impact of unethical or destructive behaviour on family, friends, or loved ones. 2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 3. Analyse 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 behaviour with beliefs that support responsible behaviour. 6. Analyse how a literary character or historical figure considered societal and ethical factors in making important decisions.
	C	<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. Analyse 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.
3B: Apply decision-making skills to deal responsibly with daily academic and social situations.	A	<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. Analyse how decision-making skills improve your study habits. 4. Analyse 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 behaviour. 6. Use a decision log for 24 hours to identify influences on your health decisions. 7. Demonstrate refusal skills.

	<p>B</p>	<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. Analyse how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.
	<p>C</p>	<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 behaviours. 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.
<p>3C. Contribute to the well-being of one's school and community.</p>	<p>A</p>	<ol style="list-style-type: none"> 1. Identify sources of information about your community. 2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy). 3. Analyse what you learned about yourself and the community from involvement. In a community improvement activity. 4. Analyse the consequences of participating or not participating in the electoral process. 5. Collect information about how groups are working to improve the community. 6. Evaluate a recent project that addressed a community need or issue. 7. Make a plan with your family to participate in a community improvement activity.
	<p>B</p>	<ol style="list-style-type: none"> 1. Defend a position on an issue or public event in a simulated congressional debate. 2. 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.) 3. Evaluate your participation in a simulated state or federal election. 4. Describe the role of political parties and interest groups and how they differ in their positions on issues. 5. Describe the roles of voluntary organizations in a democratic society. 6. Explain how one's decision and behaviours affect the well-being of one's school and community.
	<p>C</p>	<ol style="list-style-type: none"> 1. Identify possible service projects to do within your school. 2. Identify possible service projects to do within your community. 3. Explain how one's decisions and behaviours affect the well-being of one's school and community. 4. Describe how various organizations contribute to the well-being of your community. 5. Evaluate the impact on yourself and others of your involvement in an activity to improve your school or community. 6. Evaluate how you might improve your participation in a service project in your school or community.

