



BPS Elementary school
Counseling standards
 Social & Emotional standards
 KG2- 12th

STORY:

The Counseling Curriculum is an integral factor in both the educational process and in the social and emotional aspects of learning for our learners at BPS. The curriculum aims to positively build character, establish healthy relationships with their peers and teachers, and flourish both academically and socially.

The following counseling standards were built to align with the BPS vision, mission and principles in order to create a safe and respectful environment that supports all our learners in attaining the best of their potentials.

These standards have been developed by the counselor in accordance to CGC principles and the Illinois State Board of Education, with the goal to build and implement a plan that incorporates social and emotional development as an essential part of the BPS learning experience.

We aim to address the unique needs of our learners by building on three major concepts (details shown in table below). Concepts will be implemented and then measured by list of competencies which will be reflecting on the character of our learners.

These standards will be connected and integrated into all subjects by the counselor and teachers, and will be a part of building character strengths for all of our learners on a daily basis.

Concepts:	Character
Learner will understand:	Learner will become more reliable in:
1- The importance of Self-awareness and self-management.	A. Managing his emotion & behavior. B. Recognizing personal qualities and external supports. C. Demonstrating skills related to achieving personal and academic goals
2- The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others. B. Recognizing individual and group similarities and differences. C. Using communication and social skills to interact effectively with others D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
3 – The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions B. Applying decision-making skills to deal responsibly with daily academic and social situations. C. Contributing to the well-being of one’s school and community.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
KG2 - Grade 1	Learners will understand....	Learners will become more....	Learners will be able to....
Self Awareness	<ul style="list-style-type: none"> the importance of self-awareness and self-management. 	<p>A. Reliable in managing his emotions & behavior</p>	<ul style="list-style-type: none"> Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs. Name the emotions felt by characters in stories. Identify ways to calm himself. Describe a time he felt the same way a story character felt. Discuss classroom and school principles. Describe how various situations make him feel. Share feelings by speaking, drawing, playing & writing in range of contexts. Describe how various situations make him feel. Describe his physical responses to strong emotions. Recognize that feelings change throughout the day. Demonstrate patience in a variety of situations. Demonstrate a range of emotions through facial expressions and body language. Practice self-talk to calm himself.
		<p>B. Reliable in recognizing personal qualities and external supports.</p>	<ul style="list-style-type: none"> Identify things he likes to do. Identify the personal traits that help him make good choices. Identify the people who can give him the help he needs. Describe things he does well. Identify reliable adults from whom he would seek help in an emergency. Describe situations in which he feels confident. Describe situations in which he feels he needs help. Identify the personal traits of characters in stories. Describe an achievement that makes him feel proud. Identify various helpers in the school community. Analyze how he might have done better in a situation. Draw a picture of one of his favorite things to do with others (e.g., play a sport, ride bike, go to the beach).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C. Reliable in demonstrating skills related to achieving personal and academic goals.	<ul style="list-style-type: none"> • <u>Recognize the relationship between him want to accomplish and setting goals.</u> • Explain the various aspects of being successful in school. • Describe a behavior he would like to change. • Give an example of an academic goal he could set for himself. • Give an example of a personal goal he could set for himself. • Divide a goal he has set into manageable steps. • Identify a situation he wants to change. • Identify the progress that he has made toward achieving his goal. • Explain the relationship between success in school and becoming what he wants to be. • Describe how he might improve his classroom behavior (e.g., raise his hand more often, complete assignments, pay attention). • Make a plan for how to improve his performance in a school subject. • Make a plan for how to achieve a personal goal. • Use self-talk to reward himself for accomplishments.
Social Awareness	<ul style="list-style-type: none"> • the Importance of social-awareness and interpersonal communication 	A. Reliable in recognizing the feelings and perspectives of others.	<ul style="list-style-type: none"> • Recognize that others may interpret the same situation differently from him. • Recognize that others may feel differently from him about the same situation. • Describe how others are feeling based on their facial expressions and gestures. • Explain how interrupting others may make them feel. • Explain how sharing with and supporting others may make them feel. • Recognize how changing his behaviors can impact how others feel and respond. • Identify verbal, physical, and situational cues in stories. • Recognize the value of sharing diverse perspectives. • Explain why characters in stories feel as they do. • Analyze how learners being left out might feel. • Describe how different people interpret the same situation. • Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Reliable in recognizing individual and group similarities and differences</p>	<ul style="list-style-type: none"> • Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). • Recognize that all people are similar in the needs they share. • Participate in the development of classroom rules. • Describe rules that help learners treat each other fairly. • Demonstrate how learners help each other (e.g., sharing, not interrupting). • Demonstrate honesty and fairness while playing or working with others. • Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). • Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). • Recognize that people who share a cultural tradition differ from one another in other ways. • Recognize how diversity enriches a community. • Compare and contrast various family structures. • Reflect on his experiences with people of different age groups.
		<p>C. Reliable in using communication and social skills to interact effectively with others.</p>	<ul style="list-style-type: none"> • Describe appropriate ways to seek group entry. • Use "please" and "thank you" appropriately. • Raise one's hand for recognition. • Pay attention when someone else is speaking. • Follow directions given at school" • Take turns and share toys and other resources with classmates. • Practice sharing • encouraging comments with others. • Practice saying "no" to protect himself from unsafe situations. • Discuss ways of initiating contact with someone he doesn't know. • Discuss how to be a good friend. • Greet others by name. • Make and respond appropriately to introductions. • Summarize a plan for making friends. • Use appropriate non- verbal communication with others (e.g., movements, gestures, posture, facial expressions). • Participate in establishing and enforcing ground rules for class and group/team efforts.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>D. Reliable in demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<ul style="list-style-type: none"> • Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity). • Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores). • Describe a time when he had a disagreement with someone, what happened, and how he might have handled the situation differently. • Distinguish between constructive and destructive ways of resolving conflict. • Use puppets to act out and resolve conflict situations. • Practice self-calming techniques for anger management as a way to de-escalate conflict situations. • Recognize various methods of resolving conflict. • Explain what a rumor is and how it hurts others. • Identify ways of refusing negative peer pressure. • Explain how conflict can turn to violence. • Analyze how misunderstanding what someone said or did could cause conflict. • Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Global Outlook	<ul style="list-style-type: none"> the importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community. 	<p>A. Reliable in considering ethical, safety, and societal factors in making decisions.</p>	<ul style="list-style-type: none"> Identify and follow bus, classroom, and school safety rules. Recognize appropriate touch; and avoid inappropriate touch. Explain how taking or destroying another's property makes them feel. Explain why hitting or yelling at somebody is hurtful and unfair. Identify reliable sources of adult help. Describe situations when he might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult). Draw pictures of ways to help others. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, eating junk food all the time, accepting a ride from someone he doesn't know). Explain why it is important to treat others as he would want to be treated. Analyze how rules in his family help its members get along together. Contribute to school safety by supporting classroom, lunchroom and playground rules. Participate in creating and enforcing classroom rules. Demonstrate sharing and taking turns.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Reliable in applying decision-making skills to deal responsibly with daily academic and social situations.</p>	<ul style="list-style-type: none"> • Recognize that one has choices in how to respond to situations. • Describe calming strategies. • Brainstorm alternative solutions to problems posed in stories and cartoons. • Use “I-statements” in expressing feelings. • Implement stop, think, and act (plan) strategies in solving problems. • Practice group decision making with one’s peers in class meetings. • Identify foods and behaviors that keep the body healthy. • Describe the use of self- talk to calm down. • Brainstorm alternative solutions to inter- personal problems in the classroom. • Analyze how his tone of voice influences how others respond to him. • Analyze the consequences of alternative choices. • Make healthy choices regarding snacks. • Demonstrate reflective listening. • Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C. . Reliable in contributing to the well-being of one’s school and community.	<ul style="list-style-type: none"> • Identify how he currently help out at home and what else he might do for a caregiver or sibling. • List ways that learners can help their class run more smoothly. • Express how he feels about helping out in class or at home. • Describe what he learned about himself in helping out in class and at home. • Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.). • Participate in making and enforcing class rules. • Identify a way he can help improve his local community. • Describe what he has done to make a positive difference in his class or school and how this made him feels. • Brainstorm ways to help his teacher address a shared concern. • Volunteer to help out at home in a way that goes beyond what he are expected to do. • Participate in developing a class policy on teasing. • Plan and implement a project to improve his local community.
Grade 2	Learners will understand....	Learners will become more....	Learners will be able to.....
Self Awareness	<ul style="list-style-type: none"> • the importance of self-awareness and self-management. 	A. Reliable in managing his emotions & behavior	<ol style="list-style-type: none"> 1. Identify a range of emotions he has experienced. 2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, talking in front of class, being ignored). 3. Recognize mood changes and factors that contribute to them. 4. Express 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 himself.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Reliable in recognizing personal qualities and external supports	<ol style="list-style-type: none"> 1. Identify community members that can be of support when needed (e.g., extended family member, counselor & neighbor) 2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). 3. Explain how practice improves his competencies. 4. Analyze the positive qualities of role models. 5. Analyze & reflect what it is about school that is challenging for him. 6. Draw a picture of an activity his family likes to do together. 7. Demonstrate ways to ask for help when needed.
		C. Reliable in demonstrating skills related to achieving personal and academic goals.	<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 he has made toward achieving a goal. 4. Differentiate between short and long term goals. 5. Monitor his progress toward achieving a personal or academic goal. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Reliable in recognizing the feelings and perspectives of others.	<ol style="list-style-type: none"> 1. Distinguish between nonverbal and verbal cues and messages. 2. Analyze alignment and non-alignment of verbal and non-verbal cues. 3. Role-play the perspectives and feelings of characters from a story. 4. Paraphrase what someone has said. 5. Demonstrate a capacity to care about the feelings of others. 6. Demonstrate an interest in the 7. perspective of others.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Reliable in recognizing individual and group similarities and differences	<ol style="list-style-type: none"> 1. Grade 1 standards. 2. Describe human differences depicted in stories. 3. Describe how interactions with individuals from different cultures enrich one's life. 4. Recognize that people from different cultural and social groups share many things in common. 5. Analyze how people of different groups can help one another and enjoy each other's company. 6. Analyze the impact of differing responses to human diversity on literary characters. 7. Participate in an activity or simulation that allows him to experience life from the perspective of another group. 8. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).
		C: Reliable in using communication and social skills to interact effectively with others	<ol style="list-style-type: none"> 1. Grade 1 standards. 2. Recognize when it is appropriate to give a compliment. 3. Practice introducing everyone in his class. 4. Demonstrate how to give a compliment. 5. Demonstrate appropriate responses to receiving a compliment. 6. Use "I-statements" to express how he feels when someone has hurt him emotionally. 7. Demonstrate expressing appreciation to someone who has helped him.
		D. Reliable in demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<ol style="list-style-type: none"> 1. Grade 1 standards. 2. Identify bullying behavior and how it affects people. 3. Explain what happens when a conflict is not resolved. 4. Describe ways to stop rumors. 5. Analyze how an inability to manage one's anger might cause a conflict to get worse. 6. Interpret whether the actions of literary characters were accidental or intentional. 7. Examine how one's favorite literary character handles conflict

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Global Outlook	the importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Learner will be more reliable in Considering ethical, safety, and societal factors in making decisions	<ol style="list-style-type: none"> 1. Grade 1 standards. 2. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). 3. Identify physical sensations and emotions that indicate a threat or danger. 4. Describe the consequences of breaking classroom or school rules. 5. Analyze the consequences of lying. 6. Depict ways to help others (e.g., list, draw, cartoons). 7. Evaluate various approaches to responding to provocation. 8. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).
		B. Reliable in applying decision-making skills to deal responsibly with daily academic and social situations.	<ol style="list-style-type: none"> 1. Grade 1 standards. 2. Describe what he learned about his school or community from his participation in a recent service project 3. Describe what he learned about himself from participation in this project. 4. Analyze the impact on the need addressed of a recent service project in which he participated. 5. Analyze what he would do differently next time. 6. Communicate the results of a school or community service project to a parent or community group. 7. Write a letter to a newspaper editor on a community problem such as homelessness
Grade 3	Learners will understand....	Learners will become more....	Learners will be able to.....
Self Awareness	The importance of Self-awareness and self-management.	A.Reliable in Managing his emotion & behavior	<ol style="list-style-type: none"> 1. Third Grade Standards. 2. Describe the physical responses common to a range of emotions. 3. Describe emotions associated with personal experiences. 4. Practice expressing positive feelings about others. 5. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 6. Demonstrate emotions in various contexts in role-plays. 7. Practice handling pressure situations (e.g., taking a standardized test, participating in a competitive activity).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Reliable in recognizing personal qualities and external supports.	<p>Third Grade Standards.</p> <ol style="list-style-type: none"> 1. Describe a time and situation he needed help. 2. Identify reliable adults from whom he would seek help in various situations. 3. Describe how he would improve his ability to perform a valued skill. 4. Explain how adult role models influence his 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 learners).
		C: Reliable in Demonstrating skills related to achieving personal and academic goals.	<ol style="list-style-type: none"> 1. Third Grade Standards. 2. Develop a friendship goal with action steps to be taken by certain dates. 3. Develop an academic goal with action steps to be taken by certain dates. 4. Monitor progress on planned action steps for a friendship goal. 5. Monitor progress on planned action steps for an academic goal. 6. Analyze why he needed to change or delay action steps for achieving a recent goal. 7. Evaluate his level of achievement with regard to a recent goal.
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Reliable in recognizing the feelings and perspectives of others.	<ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe others' feelings in a variety of situations. 3. Describe an argument he had with another person and summarize both points of view. 4. Analyze why literary characters felt as they did. 5. Analyze the various points of view expressed on a historical, political, or social issue. 6. Evaluate how a change in behavior of one side of a disagreement affects the other side.
		B. Reliable in recognizing individual and group similarities and differences	<ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 3. Describe examples of how the media portray various social and cultural groups. 4. Analyze how responsible learners help their classmates. 5. Demonstrate strategies for building relationships with others who are different from oneself. 6. Design a project that shows how his class or school is enriched by different cultures.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Reliable in using communication and social skills to interact effectively with others	<ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe the qualities of an effective communicator. 3. Respond positively to constructive criticism. 4. Take responsibility for one's mistakes. 5. Interview an adult on the topic of how to develop friendships. 6. Demonstrate support for others' contributions to a group/team effort. 7. Distinguish between positive and negative peer pressure. 8. Demonstrate strategies for resisting negative peer pressure.
		D. Reliable in demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<ol style="list-style-type: none"> 1. Grade 3 standards. 2. Identify the consequences of conflict resolution behavior. 3. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol). 4. Explain how resolving a conflict could improve one's understanding of a situation. 5. Distinguish between positive and negative peer pressure. 6. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 7. Use a checklist to practice the steps of refusing unwanted peer pressure.
Global Outlook	Learner will understand the importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Reliable in Considering ethical, safety, and societal factors in making decisions.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe how differing points of view affect his decision-making process. 3. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 4. Explain why it is important to obey laws. 5. Analyze what it means to be responsible with regard to one's family, friends, school community. 6. Evaluate conflicting points of view in making a decision
		B. Reliable in applying decision-making skills to deal responsibly with daily academic and social situations.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Identify challenges and obstacles to solving problems. 3. Identify healthy alternatives to risky behaviors. 4. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). 5. Practice aligning non- verbal and verbal communication in refusing unwanted behavior. 6. Apply a decision- making model to deal with unwanted behavior.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C. Contributing to the well-being of one's school and community.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods. 3. Gather information on a community issue or need. 4. Develop a plan with his classmates to address a community issue or need. 5. Monitor his progress on implementing a plan to address a community issue or need. 6. Evaluate implementation of a class plan to address a community issue. 7. Make recommendations on how he would improve a plan that addresses a community issue.
Grade 4	Learners will understand....	Learners will become more....	Learners will be able to....
Self Awareness	Learner will understand the importance of Self-awareness and self-management.	A. Reliable in Managing his emotion & behavior	<ol style="list-style-type: none"> 1. Third Grade Standards. 2. Describe the physical responses common to a range of emotions. 3. Describe emotions associated with personal experiences. 4. Practice expressing positive feelings about others. 5. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 6. Demonstrate emotions in various contexts in role-plays. 7. Practice handling pressure situations (e.g., taking a standardized test, participating in a competitive activity).
		B. Reliable in recognizing personal qualities and external supports.	<ol style="list-style-type: none"> 1. Third Grade Standards. 2. Describe a time and situation he needed help. 3. Identify reliable adults from whom he would seek help in various situations. 4. Describe how he would improve his ability to perform a valued skill. 5. Explain how adult role models influence his aspirations for the future. 6. Practice strategies that support peers in school. 7. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new learners).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Demonstrating skills related to achieving personal and academic goals.	<ol style="list-style-type: none"> 1. Third Grade Standards. 2. Develop a friendship goal with action steps to be taken by certain dates. 3. Develop an academic goal with action steps to be taken by certain dates. 4. Monitor progress on planned action steps for a friendship goal. 5. Monitor progress on planned action steps for an academic goal. 6. Analyze why he needed to change or delay action steps for achieving a recent goal. 7. Evaluate his level of achievement with regard to a recent goal.
Social Awareness	Learner will understand the Importance of social-awareness and interpersonal communication	A. Reliable in recognizing the feelings and perspectives of others.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe others' feelings in a variety of situations. 3. Describe an argument he had with another person and summarize both points of view. 4. Analyze why literary characters felt as they did. 5. Analyze the various points of view expressed on an historical, political, or social issue. 6. Evaluate how a change in behavior of one side of a disagreement affects the other side.
		B. Reliable in recognizing individual and group similarities and differences	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 3. Describe examples of how the media portray various social and cultural groups. 4. Analyze how responsible learners help their classmates. 5. Demonstrate strategies for building relationships with others who are different from oneself. 6. Design a project that shows how his class or school is enriched by different cultures.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C:Reliable in using communication and social skills to interact effectively with others	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe the qualities of an effective communicator. 3. Respond positively to constructive criticism. 4. Take responsibility for one's mistakes. 5. Interview an adult on the topic of how to develop friendships. 6. Demonstrate support for others' contributions to a group/team effort. 7. Distinguish between positive and negative peer pressure. 8. Demonstrate strategies for resisting negative peer pressure.
		D.Reliable in Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Identify the consequences of conflict resolution behavior. 3. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol). 4. Explain how resolving a conflict could improve one's understanding of a situation. 5. Distinguish between positive and negative peer pressure. 6. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 7. Use a checklist to practice the steps of refusing unwanted peer pressure.
Global Outlook	Learner will understand the importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Reliable in considering ethical, safety, and societal factors in making decisions.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 3 standards. 2. Describe how differing points of view affect his decision-making process. 3. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 4. Explain why it is important to obey laws. 5. Analyze what it means to be responsible with regard to one's family, friends, school community. 6. Evaluate conflicting points of view in making a decision

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Reliable in applying decision-making skills to deal responsibly with daily academic and social situations.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> Grade 3 standards. Identify challenges and obstacles to solving problems. Identify healthy alternatives to risky behaviors. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). Practice aligning non-verbal and verbal communication in refusing unwanted behavior. Apply a decision-making model to deal with unwanted behavior.
		C. Reliable in Contributing to the well-being of one's school and community.	<ol style="list-style-type: none"> Learner will be able to: Grade 3 standards. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods. Gather information on a community issue or need. Develop a plan with his classmates to address a community issue or need. Monitor his progress on implementing a plan to address a community issue or need. Evaluate implementation of a class plan to address a community issue. Make recommendations on how he would improve a plan that addresses a community issue.
Grade 5	Learners will understand....	Learners will become more....	Learners will be able to....
Self Awareness	<ul style="list-style-type: none"> the importance of self-awareness and self-management. 	A. Reliable in Managing his emotion & behavior	<ol style="list-style-type: none"> Third grade & Fourth grade standards. Identify factors that cause stress both positive and negative. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.). Recognize emotional reactions to stress. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation). Reflect on the possible consequences before expressing an emotion. Use "I-statements" to describe how he feel, why he feels that way, and what he might like to change. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing personal qualities and external supports.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Third grade & Fourth grade standards. 2. Name community resources that promote learner success. 3. Identify personal strengths and weaknesses and the effect they have on his choices. 4. Identify physical and emotional changes during adolescence. 5. Recognize that learners learn differently. 6. Describe how adults at school demonstrate caring and concern for learners. 7. Describe how adults at school demonstrate caring and concern for learners. 8. Analyze the effort his family or other adults have made to support his success in school.
		C: Demonstrating skills related to achieving personal and academic goals.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Third grade & Fourth grade standards. 2. Set a goal that he could expect to achieve in a month or two to improve some aspect of his school performance. 3. Identify obstacles to achievement of his goal. 4. Brainstorm possible ways to overcome obstacles in achieving his goals. 5. Make a plan with action steps and timeframes to achieve his goal. 6. Monitor progress on his goal. 7. Evaluate his success and analyze what he might have done differently.
Social Awareness	Learner will understand the Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 4 standards 2. Identify and practice reflective listening skills through discussion and role-play. 3. Recognize how a situation would make him feel and treat others accordingly. 4. Describe others' feelings in a variety of situations. 5. Ask open-ended questions to encourage others to express themselves. 6. Use follow-up questions to clarify messages. 7. Predict how one's own behavior might affect the feelings of others. 8. Interpret non-verbal communication cues.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing individual and group similarities and differences	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 4 standards. 2. Identify unwelcome teasing or bullying behaviors. 3. Identify ways to overcome 4. misunderstanding among various social and cultural groups. 5. Identify ways to advocate for others. 6. Describe situations where minority groups have been respected at school or in the community. 7. Discuss stereotyping and its negative impact on others. 8. Demonstrate respect for members of various ethnic and religious groups.
		C: Using communication and social skills to interact effectively with others	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 4 standards 2. Recognize the difference between positive and negative relationships. 3. <i>Describe ways to express forgiveness.</i> 4. <i>Practice reflective listening.</i> 5. Respond non- defensively to criticism or accusation through role-play. 6. Demonstrate encouragement of others and recognition of their contributions. 7. Demonstrate graciousness in winning and losing. 8. Practice turning criticism into 9. constructive feedback.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity). 2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores). 3. Describe a time when he had a disagreement with someone, what happened, and how he might have handled the situation differently. 4. Distinguish between constructive and destructive ways of resolving conflict. 5. Use puppets to act out and resolve conflict situations. 6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations. 7. Recognize various methods of resolving conflict. 8. Explain what a rumor is and how it hurts others. 9. Identify ways of refusing negative peer pressure. 10. Explain how conflict can turn to violence. 11. Analyze how misunderstanding what someone said or did could cause conflict. 12. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.
Global Outlook	the importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 4 standards. 2. Recognize that an individual is responsible for his/her behavior. 3. Identify the need for principles at school, home, and in society. 4. Analyze what it means to be responsible for one's health. 5. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those who is physically challenged, those who are disadvantaged, and those with special abilities). 6. Analyze the risks of potentially dangerous situations. 7. Develop strategies to work things out rather than retaliate when he feels wronged.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Applying decision-making skills to deal responsibly with daily academic and social situations.	Learner will be able to: <ol style="list-style-type: none"> 1. Grade 4 standards. . 2. Identify tools to manage time better. 3. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 4. Demonstrate an ability to set priorities. 5. Demonstrate an ability to stay on task. 6. Demonstrate an ability to complete assignments on time.
		C. Contributing to the well-being of one's school and community.	Learner will be able to: <ol style="list-style-type: none"> 1. Grade 4 standards. 2. Work with other learners to plan and implement a service project in his school. 3. Describe ways of showing respect for his school environment. 4. Support activities of various groups in his school. 5. Contribute in positive traditions & attitudes to his home environment. 6. Describe the role of a community service worker. 7. Plan and implement with other learners a service project in his community. 8. Plan a field trip to a community human service organization.
Grade 6	Learners will understand....	Learners will become more....	Learners will be able to....

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Self Awareness	The importance of Self-awareness and self-management.	A. Managing his emotion & behavior	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Describe the physical responses common to a range of emotions. 2. Describe emotions associated with personal experiences. 3. Practice expressing positive feelings about others. 4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 5. Demonstrate emotions in various contexts in role-plays. 6. Practice handling pressure situations (e.g., class presentation, participating in a competitive activity). 7. Identify factors that cause stress both positive and negative. 8. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.). 9. Recognize emotional reactions to stress. 10. Describe strategies for dealing with upsetting situations . 11. Reflect on the possible consequences before expressing an emotion. 12. Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change. 13. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise & breathing techniques). 14. Recognize emotions as indicators of situations in need of attention. 15. Distinguish how he really feels from how others expect you to feel. 16. Distinguish between different emotions (e.g., fear and anger, shame and sadness). 17. Analyze emotional states that contribute to or detract from his ability to solve problems. 18. Analyze the effect of self-talk on emotions. 19. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress. 20. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, problem solving table and develop a positive attitude).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Recognizing personal qualities and external supports.</p>	<p>Learner will be able to:</p> <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 learners). 7. Name community resources that promote learner's success. 8. Identify personal strengths and weaknesses and the effect they have on his choices. 9. Identify physical and emotional changes during adolescence. 10. Recognize that learners learn differently. 11. Describe how adults at school demonstrate caring and concern for learners. 12. Analyze the effort his family or other adults have made to support his success in school. 13. Identify extra- curricular activities available to learners. 14. Recognize the outside influences on development of personal characteristics (e.g., body image, self- esteem, behavior). 15. Identify school support personnel and investigate how they assist learners. 16. Identify organizations in your community that provide opportunities to develop your interests or talents. 17. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 18. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Demonstrating skills related to achieving personal and academic goals.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Develop a friendship goal with action steps to be taken by certain dates. 2. Develop an academic goal with action steps to be taken by certain dates. 3. Monitor progress on planned action steps for a friendship goal. 4. Monitor progress on planned action steps for an academic goal. 5. Analyze why he needed to change or delay action steps for achieving a recent goal. 6. Evaluate his level of achievement with regard to a recent goal. 7. Set a goal that he could expect to achieve in a month or two to improve some aspect of his school performance. 8. Identify obstacles to achievement of his goal. 9. Brainstorm possible ways to overcome obstacles in achieving his goals. 10. Make a plan with action steps and timeframes to achieve his goal. 11. Monitor progress on his goal. 12. Evaluate his success and analyze what he might have done differently. 13. Identify resources to help progress towards a goal (e.g., research materials). 14. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal. 15. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal. 16. Distinguish between a short and long-term goal. 17. Apply goal-setting skills to develop academic success. 18. Set a positive social interaction goal.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe others' feelings in a variety of situations. 2. Describe an argument you had with another person and summarize both points of view. 3. Analyze why literary characters felt as they did. 4. Analyze the various points of view 5. expressed on an historical, political, or social issue. 6. Evaluate how a change in behavior of one side of a disagreement affects the other side. 7. Identify and practice reflective listening skills through discussion and role-play. 8. Recognize how a situation would make you feel and treat others accordingly. 9. Describe others' feelings in a variety of situations. 10. Ask open-ended questions to encourage others to express themselves. 11. Use follow-up questions to clarify messages. 12. Predict how one's own behavior might affect the feelings of others. 13. Interpret non-verbal communication cues. 14. Identify the feelings and perspective of others during group discussions. 15. Recall a situation where your behavior impacted the feelings of others either positively or negatively. 16. Describe how classmates who are the subject of rumors or bullying might feel. 17. Distinguish between bullying and non-bullying situations. 18. Role-play the perspectives of various characters in scenarios provided. 19. Paraphrase the conflicting perspectives of parties to a conflict.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing individual and group similarities and differences	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 2. Describe examples of how the media portray various social and cultural groups. 3. Analyze how responsible learners help their classmates. 4. Demonstrate strategies for building 5. relationships with others who are different from oneself. 6. Design a project that shows how your class or school is enriched by different cultures. 7. Identify unwelcome teasing or bullying behaviors. 8. Identify ways to overcome misunderstanding among various social and cultural groups. 9. Identify ways to advocate for others. 10. Describe situations where minority groups have been respected at school or in the community. 11. Discuss stereotyping and its negative impact on others. 12. Demonstrate respect for members of various ethnic and religious groups. 13. Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures). 14. Identify negative ways of expressing the differences among people in a negative way (e.g., gender or stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation). 15. Explain how a lack of understanding of social and cultural differences can contribute to intolerance. 16. Evaluate ways of overcoming a lack of understanding of those who are different. 17. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 18. Listen respectfully to opposing points of views on controversial issues.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Using communication and social skills to interact effectively with others	<p>Learner will be able to:</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. 8. Recognize the difference between positive and negative relationships. 9. Describe ways to express forgiveness. 10. Practice reflective listening. 11. Respond non- defensively to criticism or accusation through role-play. 12. Demonstrate encouragement of others and recognition or their contributions. 13. Demonstrate graciousness in winning and losing. 14. Practice turning criticism into constructive feedback. 15. Role-play how to report bullying behavior. 16. Participate in setting and enforcing class rules. 17. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). 18. Recognize the importance of setting limits for yourself and others. 19. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. 20. Learn to maintain an objective, non- judgmental tone during disagreements.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify the consequences of conflict resolution behavior. 2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity). 3. Explain how resolving a conflict could improve one's understanding of a situation. 4. Distinguish between positive and negative peer pressure. 5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 6. Use a checklist to practice the steps of refusing unwanted peer pressure. 7. Recognize that conflict is a natural part of life. 8. Identify intervention strategies to stop bullying. 9. Suggest ways of addressing personal grievances to avoid conflict. 10. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation). 11. Analyze why you may have to use different strategies for dealing with different conflict situations. 12. Evaluate ways to include every one in group activities. 13. Use verbal and non- verbal strategies to resolve group conflict. 14. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). 15. List characteristics of friends who are a healthy or unhealthy influence. 16. Identify strategies for avoiding, sidestepping, and reducing violence. 17. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.). 18. Analyze the causes of a physical or verbal fight that you observed and prevention strategies. 19. Practice negotiation skills in pairs, taking the perspective of both parties into account.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Global Outlook	The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions.	<p>1. Learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe how differing points of view affect your decision-making process. 2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 3. Explain why it is important to obey laws. 4. Analyze what it means to be responsible with regard to one's family, friends, school community. 6. Evaluate conflicting points of view in making a decision. 7. Recognize that an individual is responsible for his/her behavior. 8. Identify the need for rules at school, home, and in society. 9. Analyze what it means to be responsible for one's health. 10. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities). 11. Analyze the risks of potentially dangerous situations. 12. Develop strategies to work things out rather than retaliate when you feel wronged. 13. Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs). 14. Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.). 15. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. 16. Assess one's own risk for various types of injury. 17. Make journal entries on how your actions have affected others. 18. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Applying decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify challenges and obstacles to solving problems. 2. Identify healthy alternatives to risky behaviors. 3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). 4. Practice aligning non- verbal and verbal communication in refusing unwanted behavior. 5. Apply a decision- making model to deal with unwanted behavior. 6. Identify tools to manage time better. 7. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 8. Use a homework organizer. 9. Demonstrate an ability to set priorities. 10. Demonstrate an ability to stay on task 11. Demonstrate an ability to complete 12. assignments on time. 13. List qualities that contribute to 14. friendships. 15. Describe the effects of 16. procrastination and disorganization on academic outcomes. 17. Analyze how decision- making skills improve your study habits. 18. Analyze each step of a decision- making process used in responding to problem scenarios. 19. Reflect in your journal on the consequences of your recent risk-taking behavior. 20. Use a decision log for 24 hours to identify influences on your health decisions. 21. Demonstrate refusal skills.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C. Contributing to the well-being of one's school and community.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods. 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. 7. Work with other learners to plan and implement a service project in your school. 8. Describe ways of showing respect for your school environment. 9. Support activities of various groups in your school. 10. Contribute in positive ways to your home environment. 11. Describe the role of a community service worker. 12. Plan and implement with other learners a service project in your community. 13. Plan a field trip to a community agency. 14. Identify sources of information about your community. 15. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy). 16. Analyze what you learned about yourself and the community from involvement. In a community improvement activity. 17. Analyze the consequences of participating or not participating in the electoral process. 18. Collect information about how groups are working to improve the community. 19. Evaluate a recent project that addressed a community need or issue. 20. Make a plan with your family to participate in a community improvement activity.
Grade 7	Learners will understand....	Learners will become more....	Learners will be able to....

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Self Awareness	The importance of Self-awareness and self-management.	A. Managing his emotion & behavior	<ol style="list-style-type: none"> 1. Sixth grade from 7-20 2. Identify stress management skills that work best for him. 3. Predict how he would feel when apologizing to someone he has wronged. 4. Demonstrate an ability to assess his level of stress based on physical and psychological factors. 5. Monitor transitions in his emotions over time and reflect on their causes. 6. Demonstrate an ability to reduce stress by re- assessing a situation. 7. Demonstrate an ability to motivate himself to greater performance through changing how he thinks about a challenging situation.
		B. Recognizing personal qualities and external supports.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Sixth grade from 7 to 18 2. Set a goal that he could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.). 3. Establish action steps and timeframes toward the achievement of this goal. 4. Identify people who can help him achieves his goal and ask for their help. 5. Monitor progress on achieving his goal and make adjustments in his plan as needed. 6. Evaluate his level of goal achievement, identifying factors that contributed or detracted from it. 7. Analyze what he learned from this experience and what he would do differently next time.
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 6 standards . 2. Analyze why both parties in a conflict feel as they do. 3. Recognize actions that hurt others. 4. Brainstorm different types of encouragement. 5. Acknowledge the contributions of others. 7. characters and analyze why they felt as they did. 8. Provide support to others who are experiencing problems .

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing individual and group similarities and differences	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 6 standards. 2. Analyze the consequences of ignoring the rights of other people. 3. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences. 4. Analyze why learners who are different may be teased or bullied. 5. Describe strategies for preventing or stopping bullying. 6. Role-play strategies for preventing or stopping bullying. 7. Evaluate the effectiveness of strategies for preventing or stopping bullying.
		C: Using communication and social skills to interact effectively with others	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 6 standards from . 2. Identify indicators of possible problems in relationships based on varying scenarios provided. 3. Differentiate among passive, assertive, and aggressive responses to peer pressure. 4. Develop guidelines for effective email communication. 5. communication. 6. Role-play responding non-defensively to criticism or accusation. 7. non-defensively to criticism or accusation. 9. Use self-reflection to determine how to stop the spread of gossip. 10. determine how to stop the spread of gossip. 11. Practice effective speaking and listening at home
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 6 standards from . 2. 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). 3. Teach conflict resolution skills to younger children 4. Role-play de-escalating a conflict to avoid a fight. 5. Use a conflict analysis checklist to analyze and resolve a conflict situation. 6. Practice peer mediation skills. 7. Explain the concept of a win-win resolution to conflict.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Global Outlook	The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community	A. Considering ethical, safety, and societal factors in making decisions.	<ol style="list-style-type: none"> 1. Grade 6 standards 7- 18 2. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones. 3. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 4. Analyze how media advertising influences consumer choices. 5. Consider how fairness and respect would influence planning, implementing, and evaluating a service- learning project in your school or community. 6. Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior. 7. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.
		B. Applying decision-making skills to deal responsibly with daily academic and social situations.	<ol style="list-style-type: none"> 1. Recognize the influence of peers on your academic and social success. 2. Define methods for addressing 3. interpersonal differences in a positive manner. 4. Reflect on your responses to everyday problem situations in a journal. 5. Practice problem- solving skills by answering letters sent to an advice columnist. 6. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations. 7. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C. Contributing to the well-being of one's school and community.	<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 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 behaviors affect the well being of one's school and community.
Grade 8	Learners will understand....	Learners will become more....	Learners will be able to....
Self Awareness	The importance of Self-awareness and self-management.	A. Managing his emotion & behavior	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Explain the consequences of different forms of communicating one's emotions. 3. Predict how you would feel in giving or receiving help or a compliment. 4. Analyze how time management might improve your decision making. 5. Practice assertive communication to manage stress. 6. Practice dealing appropriately with being wrongly accused of something. 7. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing personal qualities and external supports.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Identify possible career and volunteer 3. opportunities based on your identified interests and strengths. 4. Identify things about yourself and situation that you cannot change and devote your energy to something you can change. 5. Establish criteria for deciding which of two sports or other activities to engage in. 6. Make a plan to improve your performance in a school subject or area of family responsibility. 7. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill. 8. Differentiate among relationship factors that impact personal and career goals.
		C: Demonstrating skills related to achieving personal and academic goals.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Identify who helped you and how in achieving a recent goal. 3. Analyze why you were or were not able to overcome obstacles in working on a recent goal. 4. Analyze the impact of an not anticipated opportunity on achieving a goal. 5. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal. 6. Analyze how using illegal substances could interfere with achievement of a long-term goal. 7. Analyze how academic achievement can contribute to to achievement of a long- term goal.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Recognize ways to share and reciprocate feelings. 3. Identify people’s varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare learners for the work place). 4. Differentiate between the factual and emotional content of what a person says. 5. Demonstrate empathy with others in a variety of situations. 6. Develop strategies to provide support to others who are experiencing problems. 7. Demonstrate strategies to mentor others.
		B. Recognizing individual and group similarities and differences	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Discuss stereotyping and its negative effects for both the victim and perpetrator. 3. Analyze how various social and cultural groups are portrayed in the media. 4. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms). 5. Evaluate efforts to promote increased understanding among groups. 6. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals. 7. Evaluate how protecting the rights and responsibilities of minority learner groups contributes to protecting the rights of all learners. 8. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Using communication and social skills to interact effectively with others	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. 3. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship. 4. Analyze differences in resolving conflicts in different types of relationships. 5. Analyze differences in the distribution of power in various relationships and how this affects communication styles. 6. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. 7. Develop criteria for evaluating success in completing action steps and goal achievement.
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 7 standards. 2. Identify how both parties to a conflict might get their needs met. 3. Analyze scenarios to show how power struggles contribute to conflict. 4. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances). 5. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict. 6. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences. 7. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).
Global Outlook	The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions.	<ol style="list-style-type: none"> 1. Explain how to reduce negative outcomes in risky situations. 2. Explain how laws reflect social norms and affect our personal decision making. 3. Analyze how personal decisions can affect your health and the health of others. 4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. 5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events). 6. Promote alcohol-free social events among peers

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Applying decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>Learner will be able to:</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 behaviors. 4. Evaluate how the decisions you make about studying affect your academic achievement. 5. Evaluate the impact of considering safety factors on relationships. 6. Evaluate how ethical conduct might improve valued relationships. 7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.
		<p>C. Contributing to the well-being of one's school and community.</p>	<p>Learner will be able to:</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 behaviors 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 a activity to improve your school or community. 6. Evaluate how you might improve your 7. participation in a service project in your school or community.
Grade 9 &10	Learners will understand....	Learners will become more....	Learners will be able to....

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Self Awareness	The importance of Self-awareness and self-management.	A. Managing his emotion & behavior	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Explain how focusing on your community's assets rather than its deficits can affect your choices. 3. Describe how changing your interpretation of an event can alter how you and others feel about it. 4. Recognize the impact of denial defense mechanisms on your mental health. 5. Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assailant, in the presence of a friend). 6. Demonstrate how you might use upset feelings to ask for help rather express anger. 7. Demonstrate an ability to express hurt without withdrawal, blame, or aggression. 8. Select healthy defense mechanisms.
		B. Recognizing personal qualities and external supports.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. 3. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal. 4. Demonstrate decision making based on what is right rather than media images of success. 5. Reach out to help others achieve their goals. 6. Develop relationships that support personal and career goals.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		C: Demonstrating skills related to achieving personal and academic goals.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Set a long-term academic/career goal with dates for completion of the action steps. 3. Anticipate barriers to achieving your goal and make contingency plans for overcoming them. 4. Analyze how current decisions about health behavior may affect long-term education and career goals. 5. Evaluate the feasibility of the goal of getting a summer job based on your ability to complete the necessary action steps in a timely manner. 6. Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports. 7. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Analyze barriers to effective communication. 3. Evaluate opposing points of view on current issues (e.g., the role of learners in the governance of their school) 4. Analyze the factors that have influenced your perspective on an issue. 5. Use appropriate non-verbal cues to communicate your understanding of another's perspective. 6. Demonstrate ways to assert one's needs and viewpoints in a respectful manner. 7. Practice responding to ideas rather than the person advancing them.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		B. Recognizing individual and group similarities and differences	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups. 3. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups. 4. Analyze the meaning of citizenship in various countries and historical periods. 5. Evaluate how marketing and media shape how social and cultural groups perceive themselves. 6. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups. 7. Practice opposing intolerance and stereotyping . 8. Demonstrate an ability to work well with those of different ethnic groups and religions.
		C: Using communication and social skills to interact effectively with others	<p><u>Learner will be able to:</u></p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Analyze how you and others feel in giving and receiving help. 3. Analyze the effects of giving and receiving help in completing tasks. 4. Evaluate ideas on their merit instead of the individual sharing them. 5. Evaluate how well one follows the lead of others in completing group tasks. 6. Evaluate how well one supports the leadership of others. 7. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas). 8. Demonstrate strategies for collaborating with peers, adults and others in the community.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Grade 8 standards. 2. Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country). 3. Analyze strategies for dealing with sexual harassment and an abusive relationship. 4. Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.). 5. Recommend ways for learners to have a voice in establishing and enforcing school rules. 6. Analyze how conflict can escalate into violence. 7. Demonstrate various approaches for resolving conflict
Global Outlook	The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions.	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Describe the value of resisting peer pressure that causes social or emotional harm to self or others. 2. Explain how a change in a current social policy (e.g., health care coverage for children, free public education, child care assistance for working families) would impact the behaviors of individuals and groups. 3. Evaluate the consequences for yourself and others of following ethical principles in your relationships. 4. Evaluate ethical issues involved in a social policy. 5. Predict how a jury of one's peers would judge various behaviors. 6. Show how a service project contributes to the good of society.

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
		<p>B. Applying decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Identify how social relationships impact academic performance. 2. Analyze how interests, personality traits, and aptitudes affect career choices. 3. Examine the relationship between academic courses and career goals. 4. Examine family and friends as sources of support for academic and social decisions. 5. Evaluate how past relationships impact decisions about future relationships. 6. Use school and community resources in making academic and social decisions.
		<p>C. Contributing to the well-being of one's school and community.</p>	<p>Learner will be able to:</p> <ol style="list-style-type: none"> 1. Design a survey to identify school needs. 2. Prioritize identified school needs. 3. Compare and contrast government's record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.). 4. Develop a project and action plan to address an identified school need. 5. Conduct research on a school need of interest. 6. Work cooperatively with other learners in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.). 7. Communicate the results of a group service project to interested school and community groups.
Grade 11&12	Learners will understand....	Learners will become more....	Learners will be able to....

STRANDS	CONCEPTS	CHARACTER	COMPETENCIES
Self Awareness	The importance of Self-awareness and self-management	A. Managing his emotion & behavior	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
		B. Recognizing personal qualities and external supports.	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
		C: Demonstrating skills related to achieving personal and academic goals.	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
Social Awareness	The Importance of social-awareness and interpersonal communication	A. Recognizing the feelings and perspectives of others.	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
		B. Recognizing individual and group similarities and differences	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
		C: Using communication and social skills to interact effectively with others	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
		D. Demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	<p><u>Learner will be able to:</u></p> <p>1. Grade 8 standards. 2. Grad 9 & 10 standards.</p>
Global Outlook	The importance of being a global citizen with healthy wellbeing & responsible behaviors in personal, school & community.	A. Considering ethical, safety, and societal factors in making decisions.	<p><u>Learner will be able to:</u></p> <p>1. Grad 9 & 10 standards.</p>
		B. Applying decision-making skills to deal responsibly with daily academic and social situations.	<p><u>Learner will be able to:</u></p> <p>1. Grad 9 & 10 standards.</p>
		C. Contributing to the well-being of one's school and community.	<p><u>Learner will be able to:</u></p> <p>1. Grad 9 & 10 standards. 2.</p>