Grades K-1

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

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σ ν σ .·		Stage B
1A Identify and manage ones emotions and behavior.	1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.	1. Describe how various situations make you feel.
fy o si si	2. Name the emotions felt by characters in stories.	2. Describe your physical responses to strong emotions.
e gigg Eti	3. Identify ways to calm yourself.	3. Recognize that feelings change throughout the day.
g g g	4. Describe a time you felt the same way a story character felt.	4. Demonstrate patience in a variety of situations.
A L ma	5. Discuss classroom and school rules.	5. Demonstrate a range of emotions through facial expressions and body language.
<u>-</u>	6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.	6. Practice self-talk to calm yourself.
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	Stage A	Stage B
ns rrs	1. Identify things you like to do.	1. Identify the personal traits of characters in stories.
rsc de de	2. Identify the values that help you make good choices.	2. Describe an achievement that makes you feel proud.
e e g	3. Identify the people who can give you the help you need.	3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).
a b	4. Describe things you do well.	4. Identify various helpers in the school community.
nizi e	5. Identify reliable adults from whom you would seek help in an emergency.	5. Analyze how you might have done better in a situation.
je je	6. Describe situations in which you feel confident.	6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the
aji e	7. Describe situations in which you feel you need help.	beach).
8 pb	8. Demonstrate a special skill or talent you have.	
1B Recognize personal qualities and external supports.		
	Stage A	Stage B
ate ing als	Recognize the relationship between what you want to accomplish and setting goals.	1. Identify a situation you want to change.
ge ever	2. Explain the various aspects of being successful in school.	2. Identify the progress that you have made toward achieving your goal.
Sa Chi	3. Describe a behavior you would like to change.	3. Explain the relationship between success in school and becoming what you want to be.
<u>a</u> a	4. Give an example of an academic goal you could set for yourself.	4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete
	5. Give an example of a personal goal you could set for yourself.	assignments, pay attention).
15 A R	6. Divide a goal you have set into manageable steps.	5. Make a plan for how to improve your performance in a school subject.
) ela	o. 2do a goar you have got mile managouste crops.	6. Make a plan for how to achieve a personal goal.
l s		7. Use self-talk to reward yourself for accomplishments.
skills		7. 000 our taik to romara yourour for accomplication.
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0 T 0 .:	Stage A	Stage B
feedings and berspectives of others.	Recognize that others may interpret the same situation differently from you.	1. Identify verbal, physical, and situational cues in stories.
3 ct 32 C	2. Recognize that others may feel differently from you about the same situation.	2. Recognize the value of sharing diverse perspectives.
i i i i i	3. Describe how others are feeling based on their facial expressions and gestures.	3. Explain why characters in stories feel as they do.
ers o	4. Explain how interrupting others may make them feel.	4. Analyze how students being left out might feel.
ے و	5. Explain how sharing with and supporting others may make them feel.	5. Describe how different people interpret the same situation.
<u>-</u> {	6. Recognize how changing your behaviors can impact how others feel and respond.	6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).
<u>. – ≈ °.</u>	Stage A	Stage B
and group similarities differences.	1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening	1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity,
ilar en	to one another, supporting each other's ideas).	shared interests, religion, and disability).
Te in in	2. Recognize that all people are similar in the needs they share.	2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods,
y °° S≅	3. Participate in the development of classroom rules.	music, and customs).
	4. Describe rules that help students treat each other fairly.	3. Recognize that people who share a cultural tradition differ from one another in other ways.
ξ' α	5. Demonstrate how students help each other (e.g., sharing, not interrupting).	4. Recognize how diversity enriches a community.
	6. Demonstrate honesty and fairness while playing or working with others.	5. Compare and contrast various family structures.
<u>n</u>		6. Reflect on your experiences with people of different age groups
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C 0 > 0	Stage A	Stage B
s t ioi	1. Describe appropriate ways to seek group entry.	1. Discuss ways of initiating contact with someone you don't know.
₽ € € € €	2. Use "please" and "thank you" appropriately.	2. Discuss how to be a good friend.
uni ll s ll s th	3. Raise one's hand for recognition.	3. Greet others by name.
ĕ ë ë i	4. Pay attention when someone else is speaking.	4. Make and respond appropriately to introductions.
so so	5. Follow directions given at school.	5. Summarize a plan for making friends.
Use communication and social skills to interact effectively with others		6. Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial
	7. Practice sharing encouraging comments with others.	expressions).
lo	8. Practice saying "no" to protect yourself from unsafe situations.	7. Participate in establishing and enforcing ground rules for class and group/team efforts.
7		
e +; e ∈ °.	Stage A	Stage B
D Demonstrate an ability to prevent, nage, and resolve srsonal conflicts in constructive ways.	1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to	Recognize various methods of resolving conflict.
rat rey res res flic		2. Explain what a rumor is and how it hurts others.
not le		3. Identify ways of refusing negative peer pressure.
ar A te la		4. Explain how conflict can turn to violence.
ility Je, Je, Str	3. Describe a time when you had a disagreement with someone, what happened, and how you might have	5. Analyze how misunderstanding what someone said or did could cause conflict.
2 ab	handled the situation differently.	6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.
2D man erper	4. Distinguish between constructive and destructive ways of resolving conflict.	
- 1	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.	

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

	- Demonstrate decision-making skills and responsible benaviors in personal, s	Ctamp B
s g a ;	Stage A	Stage B
r etnical, societal making ecisions.	1. Identify and follow bus, classroom, and school safety rules.	1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who
ma Sisi	2. Recognize appropriate touch; and avoid inappropriate touch.	has been drinking, accepting a ride from someone you don't know).
_ G = G	3. Explain how taking or destroying another's property makes them feel.	2. Explain why it is important to treat others as you would want to be treated.
rs and	4. Explain why hitting or yelling at somebody is hurtful and unfair.	3. Analyze how rules your family uses help its members get along together.
	5. Identify reliable sources of adult help.	4. Contribute to school safety by supporting classroom, lunchroom and playground rules.
عَ فِي دُ	6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached	
₹ %		6. Demonstrate sharing and taking turns.
	7. Draw pictures of ways to help others.	
	Stage A	Stage B
SB Apply decision- making skills to deal responsibly with daily academic and social situations.	1. Recognize that one has choices in how to respond to situations.	Describe the use of self-talk to calm down.
sc sc atic	2. Describe calming strategies.	2. Brainstorm alternative solutions to interpersonal problems in the classroom.
itu kit	3. Brainstorm alternative solutions to problems posed in stories and cartoons.	3. Analyze how your tone of voice influences how others respond to you.
Sign Sign Sign Sign Sign Sign Sign Sign	4. Use "I-statements" in expressing feelings.	4. Analyze the consequences of alternative choices.
g significant	5. Implement stop, think, and act (plan) strategies in solving problems.	5. Make healthy choices regarding snacks.
흔들	6. Practice group decision making with one's peers in class meetings.	6. Demonstrate reflective listening.
s and a second	7. Identify foods and behaviors that keep the body healthy.	7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle
- 9 6		helmet; avoiding sharp objects, too much sun exposure, and playing with fire).
	Stage A	Stage B
vell-being of ones school and community.	1. Identify how you currently help out at home and what else you might do for a caregiver or sibling.	I. Identify a way you can help improve your local community.
, , , , , , , , , , , , , , , , , , ,	2. List ways that students can help their class run more smoothly.	2. Describe what you have done to make a positive difference in your class or school and how this made you fee
a Sp C	3. Express how you feel about helping out in class or at home.	3. Brainstorm ways to help your teacher address a shared concern.
ie i	4. Describe what you learned about yourself in helping out in class and at home.	4. Volunteer to help out at home in a way that goes beyond what you are expected to do.
蔶츳	5. Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).	5. Participate in developing a class policy on teasing.
⊚ دَ		6. Plan and implement a project to improve your local community.

Grade 2



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

	Stage A	Stage B	Stage C
1A Identify and manage ones emotions and behavior.	 Name the emotions felt by characters in stories. Identify ways to calm yourself. Describe a time you felt the same way a story character felt. 	Describe how various situations make you feel. Describe your 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 yourself.	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.
·	Stage A	Stage B	Stage C
1B Recognize personal qualities and external supports.	3. Identify the people who can give you the help you need.4. Describe things you do well.5. Identify reliable adults from whom you would seek help in an emergency.6. Describe situations in which you feel confident.	 Identify the personal traits of characters in stories. Describe an achievement that makes you feel proud. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.). Identify various helpers in the school community. Analyze how you might have done better in a situation. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach). 	 Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor). Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). Explain how practice improves your performance of a skill. Analyze the positive qualities of role models. Analyze what it is about school that is challenging for you. Draw a picture of an activity your family likes to do together. Demonstrate ways to ask for help when needed.
o oro o	Stage A	Stage B	Stage C
rels	 Explain the various aspects of being successful in school. Describe a behavior you would like to change. Give an example of an academic goal you could set for yourself. Give an example of a personal goal you could set for yourself. 	 Identify a situation you want to change. Identify the progress that you have made toward achieving your goal. Explain the relationship between success in school and becoming what you want to be. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention). Make a plan for how to improve your performance in a school subject. Make a plan for how to achieve a personal goal. Use self-talk to reward yourself for accomplishments. 	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).

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

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	Stage A	Stage B	Stage C			
Recognize the feelings and perspectives of others.	1. Recognize that others may interpret the same situation differently from	m you. 1. Identify verbal, physical, and situational cues in stories.	1. Distinguish between nonverbal and verbal cues and messages.			
ys ive	2. Recognize that others may feel differently from you about the same sit	ituation. 2. Recognize the value of sharing diverse perspectives.	2. Analyze alignment and non-alignment of verbal and non-verbal cues.			
gni	3. Describe how others are feeling based on their facial expressions and	3. Explain why characters in stories feel as they do.	3. Role-play the perspectives and feelings of characters from a story.			
Sp. Ge	gestures.	4. Analyze how students being left out might feel.	4. Paraphrase what someone has said.			
Re	4. Explain how interrupting others may make them feel.	5. Describe how different people interpret the same situation.	5. Demonstrate a capacity to care about the feelings of others.			
≲ _	5. Explain how sharing with and supporting others may make them feel.		6. Demonstrate an interest in the perspective of others.			
	6. Recognize how changing your behaviors can impact how others feel a	and contact, nodding, asking clarifying questions).				
	respond.					
= v .:	Stage A	Stage B Sta	age C			
ndividual milarities ferences.	1. Identify examples of classroom behavior that are sensitive to the		Describe human differences depicted in stories.			
ivić lari enc	needs of others (e.g., taking turns, listening to one another, supporting	cultural variables (e.g., age, race, ethnicity, shared interests, 2.	Describe how interactions with individuals from different cultures enrich one's life.			
each other's ideas).		religion, and disability).	Recognize that people from different cultural and social groups share many things in			

Recognize that all people are similar in the needs they share. Participate in the development of classroom rules. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not

6. Demonstrate honesty and fairness while playing or working with

interrupting).

others.

- 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).

 3. Recognize that people who share a cultural tradition differ from
- one another in other ways.
- 4. Recognize how diversity enriches a community.
- 5. Compare and contrast various family structures.
- 6. Reflect on your experiences with people of different age groups.
- common.
- 4. Analyze how people of different groups can help one another and enjoy each other's
- 5. Analyze the impact of differing responses to human diversity on literary characters.
- 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group.
- 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).

3. Analyze the impact on the need addressed of a recent service project in which you

5. Communicate the results of a school or community service project to a parent or

6. Write a letter to a newspaper editor on a community problem such as

4. Analyze what you would do differently next time.

participated.

community group.

homelessness.

r o r s	Stage A	Stage B		Stage C
nication skills to rely with others	Describe appropriate ways to seek group entry.	1. Discuss ways of initia	ating contact with someone you don't know.	Recognize when it is appropriate to give a compliment.
# <u>₹</u> <u>₹</u> <u>8</u>	2. Use "please" and "thank you" appropriately.	2. Discuss how to be a	good friend.	2. Practice introducing everyone in your class.
un al s	3. Raise one's hand for recognition.	3. Greet others by nam	e.	3. Demonstrate how to give a compliment.
social sective		4. Make and respond a	ppropriately to introductions.	4. Demonstrate appropriate responses to receiving a compliment.
s se		5. Summarize a plan fo		5. Use 'I-statements" to express how you feel when someone has hurt
se o and act e			-verbal communication with others (e.g., movements,	you emotionally.
Us		gestures, posture, facia		6. Demonstrate expressing appreciation to someone who has helped
ပ္ပ ဦ	8. Practice saying "no" to protect yourself from unsafe situations.		shing and enforcing ground rules for class and	you.
α		group/team efforts.		
>0 = 0	Stage A		Stage B	Stage C
and and onal stive	1. Describe situations at school in which classmates might disagree and experience conflict (e.g.		 Recognize various methods of resolving conflict. 	1. Identify bullying behavior and how it affects people.
ye e ye st	refusing to share supplies, not apologizing for hurt feelings, making false accus	ations, excluding	2. Explain what a rumor is and how it hurts others.	2. Explain what happens when a conflict is not resolved.
an nag rpe	someone from an activity).		3. Identify ways of refusing negative peer pressure.	3. Describe ways to stop rumors.
ite Sor le	2. Describe situations in the home where children and parents might disagree a		Explain how conflict can turn to violence.	4. Analyze how an inability to manage one's anger might cause a conflict
in it is	(e.g., resisting the enforcement of rules or completing of household chores).			to get worse.
Demons prevent, resolve	3. Describe a time when you had a disagreement with someone, what happene		or did could cause conflict.	5. Interpret whether the actions of literary characters were accidental or
eve eve ffic	have handled the situation differently.		Analyze how falsely accusing someone of	intentional.
9 g g g	4. Distinguish between constructive and destructive ways of resolving conflict.		something or being intolerant of their behavior could	6. Examine how one's favorite literary character handles conflict.
[a, ₽	5. Use puppets to act out and resolve conflict situations.		cause conflict.	
(1	6. Practice self-calming techniques for anger management as a way to de-esca	late conflict situations.		
	La Demonstrate decision molding ability and responsible			

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

are expected to do.

3. Express how you feel about helping out in class or at home.

5. Volunteer for various classroom tasks (e.g., helping with room

4. Describe what you learned about yourself in helping out in

set up, cleaning up, passing out papers, etc.).

6. Participate in making and enforcing class rules.

class and at home.

	GOAL 3 - Demonstrate decision-making skills and responsible benaviors in personal, school, and community contexts.				
s ga ,	Stage A	Stage B		Stage C	
ethical, societal making cisions.	Identify and follow bus, classroom, and school safety rules.	1. Identify personal behaviors that are dangerous. (e.g., riding a bike v	without a	1. Identify examples of ethical behavior by characters in stories (e.g.,	
eth soc ma ma cisi	2. Recognize appropriate touch; and avoid inappropriate touch.	helmet, riding with someone who has been drinking, accepting a ride from		fairness, honesty, respect, compassion).	
g in d	3. Explain how taking or destroying another's property makes them	someone you don't know).		2. Identify physical sensations and emotions that indicate a threat or danger.	
isic , ar ors	feel.	2. Explain why it is important to treat others as you would want to be t	treated.	3. Describe the consequences of breaking classroom or school rules.	
Sor act	4. Explain why hitting or yelling at somebody is hurtful and unfair.	3. Analyze how rules your family uses help its members get along tog	ether.	4. Analyze the consequences of lying.	
3A Consider estables safety, and sfactors in refectors in reference decorporations and reference decorporations in reference decorporations in the reference decorporation in the reference d	5. Identify reliable sources of adult help.	4. Contribute to school safety by supporting classroom, lunchroom an	nd	5. Depict ways to help others (e.g., list, draw, cartoons).	
e .	6. Describe situations when you might feel unsafe and need help	playground rules.		6. Evaluate various approaches to responding to provocation.	
	(e.g., crossing a busy street, being approached by a strange adult).	5. Participate in creating and enforcing classroom rules.		7. Decide what is fair in responding to situations that arise in the classroom	
	7. Draw pictures of ways to help others.	6. Demonstrate sharing and taking turns.		(e.g., how to share a new piece of equipment).	
3B Apply decision-making skills to deal responsibly with daily academic and social situations.	Stage A	Stage B		Stage C	
kin Wit Ons	1. Recognize that one has choices in how to respond to situations.	Describe the use of self-talk to calm down.		Describe ways to promote the safety of oneself and others.	
ma oly d sc Lati	Describe calming strategies.	2. Brainstorm alternative solutions to inter-personal problems in the		2. Describe the steps of a decision-making model.	
on- nsil an	3. Brainstorm alternative solutions to problems posed in stories and	classroom.		3. Brainstorm alternative solutions to completing an assignment on time.	
isi ipo ir	cartoons.	3. Analyze how your tone of voice influences how others respond to you	ou.	4. Practice progressive relaxation.	
dec res den	4. Use "I-statements" in expressing feelings.	Analyze the consequences of alternative choices.		5. Demonstrate wise choices in selecting friends.	
sal cac	5. Implement stop, think, and act (plan) strategies in solving	5. Make healthy choices regarding snacks.		6. Demonstrate group decision making.	
App de /	problems.	6. Demonstrate reflective listening.		7. Plan healthy meals.	
B / S to	Practice group decision making with one's peers in class	7. Demonstrate wise decisions regarding safety hazards (e.g., wearing	g seat		
	meetings.	belts in cars, wearing a bicycle helmet; avoiding sharp objects, too mu	uch sun		
S	7. Identify foods and behaviors that keep the body healthy.	exposure, and playing with fire).			
0 % %	Stage A	Stage B	Stage C		
ntribute to ng of ones ommunity.	Identify how you currently help out at home and what else you	Identify a way you can help improve your local community.	1. Descr	ibe what you learned about your school or community from your participation	
of (might do for a caregiver or sibling.	2. Describe what you have done to make a positive difference in your	in a rece	ent service project	
ntr ng om				Describe what you learned about yourself from participation in this project.	

3. Brainstorm ways to help your teacher address a shared concern.

6. Plan and implement a project to improve your local community.

5. Participate in developing a class policy on teasing.

4. Volunteer to help out at home in a way that goes beyond what you

Grade 3

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

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y and manage emotions and behavior.	Describe how various situations make you feel.	Identify a range of emotions you have experienced.	List positive strategies for handling conflict.		
an ns na	Describe your physical responses to strong emotions.	Describe situations that trigger various emotions (e.g., listening to	Explain why characters in stories felt as they did.		
	3. Recognize that feelings change throughout the day.	music, talking to a friend, taking a test, being scolded).	3. Distinguish among emotions you might feel in various situations.		
or or	4. Demonstrate patience in a variety of situations.	Recognize mood changes and factors that contribute to them.	4. Use "I-statements" to express various emotions.		
e e	5. Demonstrate a range of emotions through facial expressions and body	4. Depict a range of emotions (e.g., make a poster, draw a picture,	5. Record changes in your emotions throughout the day (e.g., before and after		
offi es	language.	participate in a role play).	transitions, recess lunch, etc.).		
Identify ones e	6. Practice self-talk to calm yourself.		6. Demonstrate an awareness of how your behavior affects others.		
4		6. Demonstrate ways to deal with upsetting emotions (e.g., sadness,	7. Practice different strategies for handling upsetting situations.		
4		anger, disappointment).			
		7. Practice deep breathing to calm yourself.			
~ ~ ·	Stage B	Stage C			
e personal de external supports.	Identify the personal traits of characters in stories.	Identify community members that can be of support when needed	Identify something you would like to be able to do better.		
xte pp	Describe an achievement that makes you feel proud.		Describe ways in which you contribute to the school community.		
Sul pe	3. Identify a community resource you enjoy using (e.g., play field, park,	2. Describe the personal qualities that successful learners demonstrate	3. Describe ways in which you help out at home.		
Recognize qualities and s	swimming pool, etc.).		4. List ways families can support students in school.		
ng s	4. Identify various helpers in the school community.		5. Describe how peers can support each other in school.		
S iž	5. Analyze how you might have done better in a situation.	Analyze the positive qualities of role models.	6. Measure your progress toward a personal goal.		
a Re	6. Draw a picture of one of your favorite things to do with others (e.g.,	5. Analyze what it is about school that is challenging for you.			
д Р	play a sport, ride your bike, go to the beach).	6. Draw a picture of an activity your family likes to do together.			
`		7. Demonstrate ways to ask for help when needed.			
න ව ව ය	Stage B	_	Stage D		
trat em vin	Identify a situation you want to change.	1. Recognize how distractions may interfere with achievement of a goal.	1. Identify how obstacles have been overcome in achieving a goal (e.g., examples		
hie ad	2. Identify the progress that you have made toward achieving your goal.	2. Recognize that present goals build on the achievement of past goals.	from literature, social science, personal experience).		
ach aca	Explain the relationship between success in school and becoming		2. Recognize how conditions and people have contributed to your achievement of a		
d to and	what you want to be.		lgoal.		
a ed C	4. Describe how you might improve your classroom behavior (e.g., raise	5. Monitor your progress toward achieving a personal or academic goal.	3. Identify the steps needed to perform a routine task (e.g., homework completion,		
1C related sonal a	your hand more often, complete assignments, pay attention).	6. Demonstrate ways to deal with upsetting emotions (e.g., sadness,	organization of personal space/materials, studying for a test).		
	5. Make a plan for how to improve your performance in a school subject.	anger, disappointment).	4. Identify factors you could not change that prevented you from achieving a recent		
skills	Make a plan for how to achieve a personal goal. Use self-talk to reward yourself for accomplishments.		goal. 5. Evaluate what you might have done differently to achieve greater success on a		
ý	7. Ose sell-taik to reward yoursell for accomplishments.		recent goal.		
L	N. 2. Hoo again awaranga and internaryanal akilla		16061t godi.		

0.75 %	Stage B		Stage C	Stage D
2A Recogni feeling perspecti	nodding, asking clarifying questions).		 Role-play the perspectives and feelings of characters from a story. Paraphrase what someone has said. Demonstrate a capacity to care about the feelings of others. Demonstrate an interest in the perspective of others. 	 Label others' feelings based on verbal and non-verbal cues in different situations. List strategies to support students who are left out or bullied. Describe how one feels when left out of an activity or group. Describe how one feels when bullied. Predict possible responses to a range of emotions. Use "I-statements" to let others know that you have heard them.
2B Recognize individua and group similarities and differences	1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures.	Stage C 1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one's life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyze how people of different groups can help one another and enjoy each other's company.		1. Recognize the different social groups in school. 2. Recognize the different cultural groups in school. 3. Compare and contrast social groups. 4. Compare and contrast cultural groups. 5. Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 6. Develop strategies for building relationships with others who are different from oneself.
	, , , , , , , , , , , , , , , , , , , ,	7. Use I	ctive of another group. literature to analyze various responses to human diversity (e.g., learning eing tolerant of, aware of stereotyping).	

4. Participate in making and enforcing classroom rules.

contribute to community safety, help keep your block clean).

for office in a simulated local, state, and national election.

5. Brainstorm ways you could contribute to your community (e.g., help a neighbor,

6. Construct an argument to persuade classmates to vote or become a candidate

ر ه د ه	Stage B	Stage C	Stage D		
: Use communication and social skills to teract effectively with others	Discuss ways of initiating contact with someone you don't know.	Recognize when it is appropriate to give a compliment.	1. Identify ways to build positive relationships with peers, family and others.		
ᅙᇎᇎᇎ	2. Discuss how to be a good friend.	Practice introducing everyone in your class.	2. Identify attributes of cooperative behavior in a group setting.		
la se	3. Greet others by name.	3. Demonstrate how to give a compliment.	3. Demonstrate cooperative behaviors in a group.		
ect Si: I	4. Make and respond appropriately to introductions.	4. Demonstrate appropriate responses to receiving a compliment.	4. Practice reflective listening (e.g., I messages, paraphrase).		
l sc sc l	5. Summarize a plan for making friends.	5. Use 'I-statements' to express how you feel when someone has hurt you	5. Demonstrate how to initiate conversation with a new student.		
ct ge	6. Use appropriate non-verbal communication with others (e.g., movements,	emotionally.	6. Develop a plan that supports the improvement of behaviors within a		
Us era	gestures, posture, facial expressions).	6. Demonstrate expressing appreciation to someone who has helped you.	group.		
0 =	7. Participate in establishing and enforcing ground rules for class and				
	group/team efforts.				
o o o o o o	Stage B	Stage C	Stage D		
strate an prevent, d resolve I conflicts ive ways.	Recognize various methods of resolving conflict.	1. Identify bullying behavior and how it affects people.	1. Identify the consequences of a solution.		
reverses on the search	Explain what a rumor is and how it hurts others.	2. Explain what happens when a conflict is not resolved.	2. Identify assertive, passive and aggressive conflict resolution behaviors.		
lst d r	3. Identify ways of refusing negative peer pressure.	3. Describe ways to stop rumors.	3. Describe conflicts you have experienced and how you dealt with them.		
an / tc	4. Explain how conflict can turn to violence.	4. Analyze how an inability to manage one's anger might cause a conflict to			
2D Demc ability anage, a erperson constru	5. Analyze how misunderstanding what someone said or did could cause	get worse.	friendship.		
	conflict.		5. Generate alternative solutions for a conflict.		
		intentional.	6. Demonstrate constructive conflict resolution strategies in the classroom.		
⊆.⊆.=	their behavior could cause conflict.	Examine how one's favorite literary character handles conflict.			
GOAL	GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
T.C.	Stage B Stage				

3A Consider ethical, safety, and societal factors in making decisions. 1. Identify personal behaviors that are dangerous. (e.g., riding a bike 1. Identify examples of ethical behavior by characters in stories (e.g., 1. Identify factors that make a situation unsafe. without a helmet, riding with someone who has been drinking, accepting a 2. Recognize the consequences to oneself and others of dishonest behavior. fairness, honesty, respect, compassion). ride from someone you don't know). 2. Identify physical sensations and emotions that indicate a threat or 3. Evaluate how others influenced your decisions (e.g., family, church, team, club 2. Explain why it is important to treat others as you would want to be danger. membership). 4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where 3. Describe the consequences of breaking classroom or school rules. 3. Analyze how rules your family uses help its members get along you feel unsafe, biking without a helmet, hanging around with peers who use 4. Analyze the consequences of lying. 5. Depict ways to help others (e.g., list, draw, cartoons). 4. Contribute to school safety by supporting classroom, lunchroom and 6. Evaluate various approaches to responding to provocation. 5. Demonstrate respect for the property of others. playground rules. 5. Participate in creating and enforcing classroom rules. 7. Decide what is fair in responding to situations that arise in the 6. Demonstrate internet safety. 6. Demonstrate sharing and taking turns. classroom (e.g., how to share a new piece of equipment). 7. Show what it means to accept responsibility for one's actions with regard to school work. 3B Apply decision-making skills to deal responsibly with daily academic and social situations. Stage B Stage C 1. Describe the use of self-talk to calm down. 1. Describe ways to promote the safety of oneself 1. Generate alternative solutions to problems. 2. Brainstorm alternative solutions to inter-personal problems 2. Analyze the consequences of alternative solutions to selected scenarios. and others. in the classroom. 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life. 2. Describe the steps of a decision-making model 3. Analyze how your tone of voice influences how others 3. Brainstorm alternative solutions to completing 4. Demonstrate the steps of a decision-making process: respond to you. an assignment on time. o define the problem 4. Analyze the consequences of alternative choices. 4. Practice progressive relaxation. o say how you feel 5. Make healthy choices regarding snacks. 5. Demonstrate wise choices in selecting friends. o identify contributing factors 6. Demonstrate reflective listening. 6. Demonstrate group decision making. o set a goal 7. Demonstrate wise decisions regarding safety hazards (e.g., 7. Plan healthy meals. o identify alternative solutions and the consequences of each wearing seat belts in cars, wearing a bicycle helmet; avoiding o select the best solution sharp objects, too much sun exposure, and playing with fire). o evaluate the results. 5. Apply a decision-making model to solve an interpersonal problem. 6. Apply a decision-making model to academic challenges. 7. Demonstrate awareness that feelings influence one's decisions. Stage D Stage C Stage B 1. Identify a way you can help improve your local community. 1. Describe what you learned about your school or community from your 1. Identify ways that community workers assist residents in protecting and 2. Describe what you have done to make a positive difference participation in a recent service project improving neighborhoods. in your class or school and how this made you feel. 2. Describe what you learned about yourself from participation in this project. 2. Analyze your rights and responsibilities as a member of your school community. 3. Brainstorm ways to help your teacher address a shared 3. Analyze the impact on the need addressed of a recent service project in 3. Discuss your reasons for voting as you did in a simulated local, state, or national which you participated. concern. election.

4. Analyze what you would do differently next time.

parent or community group.

homelessness.

5. Communicate the results of a school or community service project to a

6. Write a letter to a newspaper editor on a community problem such as

4. Volunteer to help out at home in a way that goes beyond

5. Participate in developing a class policy on teasing.

6. Plan and implement a project to improve your local

what you are expected to do.

community.

Grade 4

www.ilclassroomsinaction.org



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

	GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.					
σ ω σ .·	Stage C		Stage D	Stage E		
an di	Identify a range of emotions you have experienced.		List positive strategies for handling conflict.	1. Describe the physical responses common to a range of emotions.		
fy so	2. Describe situations that trigger various emotions (e.g., listening to musi	c, talking to a	2. Explain why characters in stories felt as they did.	Describe emotions associated with personal experiences.		
e gig izi	friend, taking a test, being scolded).	, 3	3. Distinguish among emotions you might feel in various situa	tions. 3. Practice expressing positive feelings about others.		
lde not not	3. Recognize mood changes and factors that contribute to them.		4. Use "I-statements" to express various emotions.	4. Evaluate ways of dealing with upsetting situations (e.g., being left		
A Identify and manage ones emotions and behavior.	4. Depict a range of emotions (e.g., make a poster, draw a picture, partici	pate in a role play).	5. Record changes in your emotions throughout the day (e.g.,	out, losing, rejection, being teased).		
_	5. Distinguish among intensity levels of an emotion.		before and after transitions, recess lunch, etc.).	5. Demonstrate emotions in various contexts in role-plays.		
	6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, ange	er, disappointment).	6. Demonstrate an awareness of how your behavior affects of	thers. 6. Practice handling pressure situations (e.g., taking a test,		
	7. Practice deep breathing to calm yourself.		7. Practice different strategies for handling upsetting situation	s. participating in a competitive activity).		
== :	Stage C		Stage D	Stage E		
1B Recognize personal qualities and external supports.	1. Identify community members that can be of support when needed (e.g.	. religious leader.	Identify something you would like to be able to do	Describe a time and situation you needed help.		
bg de	extended family member, and neighbor).	, . ,	better.	2. Identify reliable adults from whom you would seek help in various		
e e b	Describe the personal qualities that successful learners demonstrate (e)	a nerseverance		situations.		
nd s	responsibility, attention to task, etc.).	.g., perseverance,	community.	3. Describe how you would improve your ability to perform a valued skill.		
gni;			Describe ways in which you help out at home.	4. Explain how adult role models influence your aspirations for the future.		
tie So	3. Explain how practice improves your performance of a skill.		4. List ways families can support students in school.	5. Practice strategies that support peers in school.		
Ze.	4. Analyze the positive qualities of role models.		5. Describe how peers can support each other in school.	6. Demonstrate leadership within the school community (e.g., reading tutor,		
B P	5. Analyze what it is about school that is challenging for you.		Measure your progress toward a personal goal.	student council, clubs, mentoring new students).		
~	6. Draw a picture of an activity your family likes to do together.					
	7. Demonstrate ways to ask for help when needed.					
9 O T .:	Stage C	Stage D	•	Stage E		
monstrate related to sonal and mic goals.	1. Recognize how distractions may interfere with achievement of a goal.	1. Identify how obs	tacles have been overcome in achieving a goal (e.g., example:	s from 1. Develop a friendship goal with action steps to be taken by certain		
al ale	2. Recognize that present goals build on the achievement of past goals.	literature, social sci	ence, personal experience).	dates.		
<u>5</u>	3. Describe the steps you have made toward achieving a goal.	2. Recognize how	conditions and people have contributed to your achievement of	f a goal. 2. Develop an academic goal with action steps to be taken by		
Den Kills 1 pers aden	4. Differentiate between short and long-term goals.		s needed to perform a routine task (e.g., homework completion			
	5. Monitor your progress toward achieving a personal or academic goal.	organization of pers	sonal space/materials, studying for a test).	3. Monitor progress on planned action steps for a friendship goal.		
1C s acs	6. Demonstrate ways to deal with upsetting emotions (e.g., sadness,	4. Identify factors y	ou could not change that prevented you from achieving a rece	nt goal. 4. Monitor progress on planned action steps for an academic goal.		
<u>e</u> .	anger, disappointment).	5. Evaluate what yo	ou might have done differently to achieve greater success on a	recent 5. Analyze why you needed to change or delay action steps for		
당		goal.		achieving a recent goal.		
, a				6. Evaluate your level of achievement with regard to a recent goal.		

0.75	Stage C	Stage D	Stage E
2A Recognize the feelings and perspectives of others.		 Label others' feelings based on verbal and non-verbal cues in different situations. List strategies to support students who are left out or bullied. Describe how one feels when left out of an activity or group. Describe how one feels when bullied. Predict possible responses to a range of emotions. Use "I-statements" to let others know that you have heard them. 	 Describe others' feelings in a variety of situations. Describe an argument you had with another person and summarize both points of view. Analyze why literary characters felt as they did. Analyze the various points of view expressed on an historical, political, or social issue. Evaluate how a change in behavior of one side of a disagreement affects the other side.
2B Recognize individual and group similarities and differences.	4. Analyze how people of different groups can help one another and enjoy	1. Recognize the different social groups in school. 2. Recognize the different cultural groups in school. 3. Compare and contrast social groups. 4. Compare and contrast cultural groups. 5. Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 6. Develop strategies for building relationships with others who are different from oneself.	 Describe the basic rights of all individuals regardless of their social or cultural affiliations. Describe examples of how the media portray various social and cultural groups. Analyze how responsible students help their classmates. Demonstrate strategies for building relationships with others who are different from oneself. Design a project that shows how your class or school is enriched by different cultures.

			Grade 4 Descriptors
2C Use communication and social skills to interact effectively with others	 Stage C Recognize when it is appropriate to give a compliment. Practice introducing everyone in your class. Demonstrate how to give a compliment. Demonstrate appropriate responses to receiving a compliment. Use 'I-statements" to express how you feel when someone hemotionally. Demonstrate expressing appreciation to someone who has hemotionally. 	 4. Practice reflective listening (e.g., I messages, paraphrase). 5. Demonstrate how to initiate conversation with a new student. 6. Develop a plan that supports the improvement of behaviors within a group. 	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.
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Stage C 1. Identify bullying behavior and how it affects people. 2. Explain what happens when a conflict is not resolved. 3. Describe ways to stop rumors. 4. Analyze how an inability to manage one's anger might cause to get worse. 5. Interpret whether the actions of literary characters were accidintentional. 6. Examine how one's favorite literary character handles conflict	friendship. 5. Generate alternative solutions for a conflict. 6. Demonstrate constructive conflict resolution strategies in the	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.
		responsible behaviors in personal, school, and community	
er ethical, safety societal factors ir aking decisions	Stage C 1. Identify examples of ethical behavior by characters in stories (fairness, honesty, respect, compassion). 2. Identify physical sensations and emotions that indicate a threa 3. Describe the consequences of breaking classroom or school r 4. Analyze the consequences of lying. 5. Depict ways to help others (e.g., list, draw, cartoons). 6. Evaluate various approaches to responding to provocation. 7. Decide what is fair in responding to situations that arise in the (e.g., how to share a new piece of equipment).	2. Recognize the consequences to oneself and others of dishonest beha 3. Evaluate how others influenced your decisions (e.g., family, church, to membership). 4. Avoid dangerous situations (e.g., unsupervised sports, walking in area feel unsafe, biking without a helmet, hanging around with peers who use 5. Demonstrate respect for the property of others.	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.
cision-making sibly with daily cial situations	 Describe ways to promote the safety of oneself and others. Describe the steps of a decision-making model. 	Gee D Generate alternative solutions to problems. Analyze the consequences of alternative solutions to selected scenarios. Develop criteria for evaluating the consequences of a decision for oneself and importa Demonstrate the steps of a decision-making process: o define the problem o say how you feel	Stage E 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

4. Practice aligning non-verbal and verbal communication 4. Practice progressive relaxation. o say how you feel 3B Apply of skills to deal respondance academic and s 5. Demonstrate wise choices in selecting friends. o identify contributing factors in refusing unwanted behavior. 6. Demonstrate group decision making. 5. Apply a decision-making model to deal with unwanted o set a goal 7. Plan healthy meals. o identify alternative solutions and the consequences of each behavior. o select the best solution o evaluate the results. 5. Apply a decision-making model to solve an interpersonal problem. 6. Apply a decision-making model to academic challenges. 7. Demonstrate awareness that feelings influence one's decisions. Stage C Stage D Stage E 1. Identify ways that community workers assist residents in protecting and 1. Describe what you learned about your school or community from your 1. Identify various ways that community workers assist residents in improving neighborhoods. beautifying and protecting neighborhoods. participation in a recent service project 2. Describe what you learned about yourself from participation in this project. 2. Gather information on a community issue or need. 2. Analyze your rights and responsibilities as a member of your school

4. Participate in making and enforcing classroom rules.

3. Discuss your reasons for voting as you did in a simulated local, state, or

5. Brainstorm ways you could contribute to your community (e.g., help a neighbor, 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.

3. Develop a plan with your classmates to address a community issue or

4. Monitor your progress on implementing a plan to address a community

5. Evaluate implementation of a class plan to address a community

6. Make recommendations on how you would improve a plan that

need.

issue.

issue or need.

addresses a community issue.

community.

national election.

3. Analyze the impact on the need addressed of a recent service project in

5. Communicate the results of a school or community service project to a

6. Write a letter to a newspaper editor on a community problem such as

4. Analyze what you would do differently next time.

which you participated.

homelessness.

parent or community group.

Grade 5



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

<u> </u>	GOAL 1 - Develop sell-awareness and sell-management skills to achieve school and life success.						
ω c		Stage E		Stag	e F		
entify and manage ones emotions and behavior.	List positive strategies for handling conflict.	1. Desci	ribe the physical responses common to a range of emotions.		entify factors that cause stress both positive and negative.		
9 o	Explain why characters in stories felt as they did.	2. Desci	escribe emotions associated with personal experiences. 2. Identity		entify physical reactions to stress (e.g., increased energy and alertness, increased		
Se 3g	3. Distinguish among emotions you might feel in various situations.	3. Pract		hear	t rate and respiration, sweaty palms, red face, etc.).		
gan	4. Use "I-statements" to express various emotions.	4. Evalu		3. R	ecognize emotional reactions to stress.		
ਕੂੰ ਤੌ	5. Record changes in your emotions throughout the day (e.g., before	out, losi	ng, rejection, being teased).	4. D	escribe strategies for dealing with upsetting situations (e.g., disappointment, loss,		
pu su	and after transitions, recess lunch, etc.).	5. Demo		sepa	aration).		
ţi a	6. Demonstrate an awareness of how your behavior affects others.	6. Pract	ice handling pressure situations (e.g., taking a test,	5. R	eflect on the possible consequences before expressing an emotion.		
lift of			ating in a competitive activity).	6. U	se "I-statements" to describe how you feel, why you feel that way, and what you might		
e e		•		like t	to change.		
19				7. Pi	ractice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering		
14				what	t led to these feelings, physical exercise).		
		Stage E			Stage F		
personal d external supports.	Identify something you would like to be able to do better.	1. Desc	ribe a time and situation you needed help.	1	. Name community resources that promote student success.		
og te	2. Describe ways in which you contribute to the school community.	2. Identi	fy reliable adults from whom you would seek help in various	2	2. Identify personal strengths and weaknesses and the effect they have on your		
e S d		situation		choices.			
o p	4. List ways families can support students in school.		ribe how you would improve your ability to perform a valued sk		B. Identify physical and emotional changes during adolescence.		
nizi s a	5. Describe how peers can support each other in school.	4. Expla	in how adult role models influence your aspirations for the futu	ire. 4	Recognize that students learn differently.		
je je			ice strategies that support peers in school.		5. Describe how adults at school demonstrate caring and concern for students.		
ali (e	gramma year programma a personam gramm	6. Demo	onstrate leadership within the school community (e.g., reading	6	6. Describe how adults at school demonstrate caring and concern for students.		
IB Recognize por qualities and e su		tutor, st	udent council, clubs, mentoring new students).	7	7. Analyze the effort your family or other adults have made to support your success in		
#		,	g,,	S	school.		
	Stage D		Stage E		Stage F		
0.07	1. Identify how obstacles have been overcome in achieving a goal (e.g.		1. Develop a friendship goal with action steps to be taken by	certa	in 1. Set a goal that you could expect to achieve in a month or two to improve some		
rate d to and and		-,	dates.		aspect of your school performance.		
	2 Recognize how conditions and people have contributed to your		2. Develop an academic goal with action steps to be taken by	/ cert			
o e e e e e e e e e e e e e e e e e e e	achievement of a goal.		dates.		3. Brainstorm possible ways to overcome obstacles in achieving your goals.		
ms series	3. Identify the steps needed to perform a routine task (e.g., homework		3. Monitor progress on planned action steps for a friendship of	noal.	4. Make a plan with action steps and timeframes to achieve your goal.		
그는 호호	completion, organization of personal space/materials, studying for a test	4. Monitor progress on planned action steps for an academic		5. Monitor progress on your goal.			
5 2 5 5	4. Identify factors you could not change that prevented you from achiev	5. Analyze why you needed to change or delay action steps f		6. Evaluate your success and analyze what you might have done differently.			
[Se .	recent goal.	. 5	achieving a recent goal.		January and anti-strain strains of the strain strains of the strai		
ij	5. Evaluate what you might have done differently to achieve greater sur	ccess	6. Evaluate your level of achievement with regard to a recent	goal.			
g g	on a recent goal.		Jan 10 00 10 1	323			
GO		lle to	setablish and maintain positive relationship	-			
<u> </u>	GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.						

GUF	2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
s. de	Stage D	Stage E	Stage F		
2A Recognize the feelings and scrives of others.	1. Label others' feelings based on verbal and non-verbal cues in different	Describe others' feelings in a variety of situations.	1. Identify and practice reflective listening skills through discussion and role-		
og gg		Describe an argument you had with another person and summarize	play.		
of ill.			2. Recognize how a situation would make you feel and treat others		
A F fer ses		3. Analyze why literary characters felt as they did.	accordingly.		
; e 5			3. Describe others' feelings in a variety of situations.		
l t			4. Ask open-ended questions to encourage others to express themselves.		
l si			5. Use follow-up questions to clarify messages.		
be		affects the other side.	6. Predict how one's own behavior might affect the feelings of others.		
			7. Interpret non-verbal communication cues.		
S 38 al	Stage D	Stage E	Stage F		
cognize individual I group similarities and differences.	Recognize the different social groups in school.	1. Describe the basic rights of all individuals regardless of their social or	Identify unwelcome teasing or bullying behaviors.		
ia di	Recognize the different cultural groups in school.	cultural affiliations.	2. Identify ways to overcome misunderstanding among various social and		
fe iii ii	3. Compare and contrast social groups.	2. Describe examples of how the media portray various social and cultural	cultural groups.		
p Se			3. Identify ways to advocate for others.		
ing bu			4. Describe situations where minority groups have been respected at school		
8 9 0	in biographies, legends, and folklore.		or in the community.		
Re					
- 10	different from oneself	15 Decign a project that chows how your class or echool is enriched by	16. Demonstrate respect for members of various athnic and religious groups		
Reco	6. Develop strategies for building relationships with others who are	different from oneself.	or in the community.5. Discuss stereotyping and its negative impact on others.6. Demonstrate respect for members of various ethnic and religious groups.		

5. Design a project that shows how your class or school is enriched by different cultures.

N C O G (I)	Stage D	Stage E	Stage F						
Use and Ils to iively thers	1. Identify ways to build positive relationships with peers, family and others.	Describe the qualities of an effective communicator.	1. Recognize the difference between positive and negative relationships.						
를 뚫 뚫 금 않	2. Identify attributes of cooperative behavior in a group setting.	Respond positively to constructive criticism.	2. Describe ways to express forgiveness.						
2C nunication social skill ract effectir with oth	3. Demonstrate cooperative behaviors in a group.	3. Take responsibility for one's mistakes.	3. Practice reflective listening.						
\ Sign	4. Practice reflective listening (e.g., I messages, paraphrase).	4. Interview an adult on the topic of how to develop friendships.	4. Respond non-defensively to criticism or accusation through role-play.						
nul sc		5. Demonstrate support for others' contributions to a group/team effort.	5. Demonstrate encouragement of others and recognition or their						
nte m	6. Develop a plan that supports the improvement of behaviors within a	6. Distinguish between positive and negative peer pressure.	contributions.						
8 :=	group.	7. Demonstrate strategies for resisting negative peer pressure.	6. Demonstrate graciousness in winning and losing.						
			7. Practice turning criticism into constructive feedback.						
s s e t n	Stage D S	tage E	Stage F						
te an vent, solve ifficts	1. Identify the consequences of a solution.	. Identify the consequences of conflict resolution behavior.	Recognize that conflict is a natural part of life.						
rev rev onf wa		. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang	2. Identify intervention strategies to stop bullying.						
lst d d r		nvolvement, and sexual activity).	3. Suggest ways of addressing personal grievances to avoid conflict.						
ti an /tc	3. Describe conflicts you have experienced and how you dealt with them.		4. Analyze different approaches to dealing with conflict (e.g., avoidance,						
rue je		ituation.	compliance, negotiation).						
	friendship.	. Distinguish between positive and negative peer pressure.	5. Analyze why you may have to use different strategies for dealing with						
mar nter cor		. Demonstrate resisting peer pressure to do something unsafe or potential							
1 2 2	o. Demonstrate constructive conflict resolution strategies in the	angerous.	6. Evaluate ways to include every one in group activities.						
.=	classroom. 6	. Use a checklist to practice the steps of refusing unwanted peer pressure.	7. Use verbal and non-verbal strategies to resolve group conflict.						
GOAL	. 3 - Demonstrate decision-making skills and responsi	ble behaviors in personal, school, and community of	GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.						

GUAL	L 3 - Demonstrate decision-making skills and responsible bena	aviors in persona	ii, School, and Community Contexts	•
x- C .;	Stage D	Stage E		Stage F
iical, fety, rs in ons.	Identify factors that make a situation unsafe.	1. Describe h	now differing points of view affect your decision-	1. Recognize that an individual is responsible for his/her behavior.
er ethir safe factors decisio	Recognize the consequences to oneself and others of dishonest behavior.	making proce		2. Identify the need for rules at school, home, and in society.
ar e fac fac	3. Evaluate how others influenced your decisions (e.g., family, church, team, club memb	p <mark>ership).</mark> 2. Describe v	what it means to be dependable and why this is	3. Analyze what it means to be responsible for one's health.
ide g d	4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you fee		ifficult (e.g., meeting deadlines, keeping	4. Analyze the needs of others in planning how work or sharing
Consider societal fa	unsafe, biking without a helmet, hanging around with peers who use drugs).	commitment		goods should be divided (e.g., those with handicaps, those who
Con	5. Demonstrate respect for the property of others.	3. Explain wh	ny it is important to obey laws.	are disadvantaged, and those with special abilities).
3A nd s	6. Demonstrate internet safety.	4. Analyze w	hat it means to be responsible with regard to	5. Analyze the risks of potentially dangerous situations.
ar	7. Show what it means to accept responsibility for one's actions with regard to school wo	ork. one's family,	friends, school community.	6. Develop strategies to work things out rather than retaliate when
		5. Evaluate o	conflicting points of view in making a decision.	you feel wronged.
s ≥g	Stage D		Stage E	Stage F
/ decision-making bonsibly with daily I social situations.	Generate alternative solutions to problems.		Identify challenges and obstacles to solving	1. Identify tools to manage time better.
ma th iati	Analyze the consequences of alternative solutions to selected scenarios.	441 : 1:6-	problems.	2. Evaluate strategies for avoiding risky behavior (e.g.,
sit.	3. Develop criteria for evaluating the consequences of a decision for oneself and importa	ant others in one s life.	2. Identify healthy alternatives to risky behaviors	
al sic	Demonstrate the steps of a decision-making process: Adding the problem.		3. Evaluate strategies to promote school succes	
eci oci	o define the problem		(e.g., identifying distractions, managing stress,	and unacceptable consequences).
b o s	o say how you feel		putting first things first).	3. Use a homework organizer.
3B Apply of deal respo	o identify contributing factors o set a goal		Practice aligning non-verbal and verbal communication in refusing unwanted behavior.	4. Demonstrate an ability to set priorities.5. Demonstrate an ability to stay on task
S E S	o identify alternative solutions and the consequences of each		5. Apply a decision-making model to deal with	6. Demonstrate an ability to complete assignments on time.
3B dei	o select the best solution		unwanted behavior.	o. Demonstrate an ability to complete assignments on time.
a c	o evaluate the results.		unwantoa bonavion.	
ac ac	5. Apply a decision-making model to solve an interpersonal problem.			
skills	6. Apply a decision-making model to academic challenges.			
	7. Demonstrate awareness that feelings influence one's decisions.			
0 = 7 :		Stage E		Stage F
and and it	1. Identify ways that community workers assist residents in protecting and improving	. Identify various ways	that community workers assist residents in	Work with other students to plan and implement a service
	neighborhoods.	peautifying and protecting	g neighborhoods.	project in your school.
글유우글	Analyze your rights and responsibilities as a member of your school community.		a community issue or need.	2. Describe ways of showing respect for your school environment.
	3. Discuss your reasons for voting as you did in a simulated local, state, or national	Develop a plan with ye	our classmates to address a community issue or	3. Support activities of various groups in your school.
3C Contribute to the well-being of ones school and community.		need.		4. Contribute in positive ways to your home environment.
9 ‡ 3	4. Participate in making and enforcing classroom rules.	 Monitor your progress 	on implementing a plan to address a community	5. Describe the role of a community service worker.
1	C Duain atauna waya yaya aayid aantuib uta ta yayu aananayaitu (a ay bala a naisibban jiri			C. Dian and insulancent with other students a coming project in

- Participate in making and enforcing classroom rules.
 Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).
 Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.
- 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.

- 4. Contribute in positive ways to your home environment.5. Describe the role of a community service worker.6. Plan and implement with other students a service project in
- your community.
- 7. Plan a field trip to a community agency.

Grade 6

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

(0	Stage E Sta	ge F	Stage G
1A Identify and manage ones emotions and behavior.	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). 7. For emotions associated with personal experiences. 3. In the state of the	dentify factors that cause stress both positive and negative. dentify physical reactions to stress (e.g., increased energy and alertness, reased heart rate and respiration, sweaty palms, red face, etc.). Recognize emotional reactions to stress. Describe strategies for dealing with upsetting situations (e.g., appointment, loss, separation). Reflect on the possible consequences before expressing an emotion. Use "I-statements" to describe how you feel, why you feel that way, and at you might like to change. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, asidering what led to these feelings, physical exercise).	
= s = .;	Stage E	Stage F	Stage G
1B Recognize persons qualitie and externs supports	 Describe a time and situation you needed help. Identify reliable adults from whom you would seek help in various situations. Describe how you would improve your ability to perform a valued skill. Explain how adult role models influence your aspirations for the future 5. Practice strategies that support peers in school. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students). 	 4. Recognize that students learn differently. 5. Describe how adults at school demonstrate caring and concern for students. 6. Describe how adults at school demonstrate caring and concern for students. Analyze the effort your family or other adults have made to supplyour success in school 	(e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).
8 g g g	Stage E	Stage F	Stage G
1C Demonstrate skil related to achievin personal an	 Develop a friendship goal with action steps to be taken by certain date Develop an academic goal with action steps to be taken by certain dates. Monitor progress on planned action steps for a friendship goal. Monitor progress on planned action steps for an academic goal. Analyze why you needed to change or delay action steps for achievin recent goal. Evaluate your level of achievement with regard to a recent goal. 	some aspect of your school performance. 2. Identify obstacles to achievement of your goal. 3. Brainstorm possible ways to overcome obstacles in achieving your goal. 4. Make a plan with action steps and timeframes to achieve your goal. 5. Monitor progress on your goal. 6. Evaluate your success and analyze what you might have done different	 2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal. 3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal. 4. Distinguish between a short and long-term goal.
GO	AL 2 - Use social-awareness and interpersonal skill	s to establish and maintain positive relationships.	

religious groups.

5. Design a project that shows how your class or school is enriched by different cultures.

GOAL 2 - Use social-awareness and interpersonal skins to establish and maintain positive relationships.								
0.77.00 -:	Stage E	Stage F		Stage G				
2A Recognize ne feelings and perspectives of others.	1. Describe others' feelings in a variety of situations.	1. Identify and practice reflective listening skills the	hrough discussion and	1. Identify the feelings and perspective of others during group discussions.				
the state of the s	2. Describe an argument you had with another person and summa	arize both role-play.		2. Recall a situation where your behavior impacted the feelings of others				
of of o	points of view.	2. Recognize how a situation would make you fe	el and treat others	either positively or negatively.				
S S C C C C C C C C	3. Analyze why literary characters felt as they did.	accordingly.		3. Describe how classmates who are the subject of rumors or bullying				
P P P	4. Analyze the various points of view expressed on an historical, p	political, or 3. Describe others' feelings in a variety of situation	ons.	might feel.				
,, ,	social issue.	4. Ask open-ended questions to encourage other		4. Distinguish between bullying and non-bullying situations.				
	5. Evaluate how a change in behavior of one side of a disagreement	ent affects 5. Use follow-up questions to clarify messages.	·	5. Role-play the perspectives of various characters in scenarios provided.				
	the other side.	6. Predict how one's own behavior might affect the	ne feelings of others.	6. Paraphrase the conflicting perspectives of parties to a conflict.				
		7. Interpret non-verbal communication cues.	_					
= 0 :	Stage E	Stage F	Stage G	•				
te individual o similarities differences.	1. Describe the basic rights of all individuals regardless of their	Identify unwelcome teasing or bullying behaviors.	1. Investigate the tradition	ns of others (e.g. memorize phrases from other languages, familiarize				
vic ari	social or cultural affiliations.	2. Identify ways to overcome misunderstanding among	yourself with the music or	self with the music or cuisine of other cultures).				
	2. Describe examples of how the media portray various social	various social and cultural groups.	2. Identify negative depictions of differences among people (e.g., gender or sexual orientation					
e i. ∰	and cultural groups.	3. Identify ways to advocate for others.	stereotyping, discrimination against socio-economic or culture minorities, prejudices based on					
zi d d o	3. Analyze how responsible students help their classmates.	4. Describe situations where minority groups have been		gs completed for coursework.				
sognize group and c	4. Demonstrate strategies for building relationships with others	respected at school or in the community.		3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance.				
9 p	who are different from oneself.	5. Discuss stereotyping and its negative impact on others.		coming a lack of understanding of those who are different.				
ar ar	5. Design a project that shows how your class or school is	6. Demonstrate respect for members of various ethnic and	5. Explain why bullying or	making fun of others is harmful to oneself or others (e.g., physical or				
ΙШ	annials ad law different automotives	and Continued and a continued	\					

verbal).

6. Listen respectively to opposing points of views on controversial issues.

			Grade 6 Descriptors
C 0 > 0	Stage E	Stage F	Stage G
Jse communi and social si interact effe with	 Describe the qualities of an effective communicator. Respond positively to constructive criticism. Take responsibility for one's mistakes. Interview an adult on the topic of how to develop friendships. Demonstrate support for others' contributions to a group/team effort. Distinguish between positive and negative peer pressure. Demonstrate strategies for resisting negative peer pressure. 	 Recognize the difference between positive and negative relationships Describe ways to express forgiveness. Practice reflective listening. Respond non-defensively to criticism or accusation through role-play. Demonstrate encouragement of others and recognition or their contributions. Demonstrate graciousness in winning and losing. Practice turning criticism into constructive feedback. 	 Role-play how to report bullying behavior. Participate in setting and enforcing class rules. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). Recognize the importance of setting limits for yourself and others. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. Learn to maintain an objective, non-judgmental tone during disagreements.
C = 0	Stage E	Stage F	Stage G
2D Demonstr ability to prevent, mand resolve interpe co	 Identify the consequences of conflict resolution behavior. Identify refusal skills for unsafe behaviors (e.g., drugs and alcoholinvolvement, and sexual activity). Explain how resolving a conflict could improve one's understandisituation. Distinguish between positive and negative peer pressure. Demonstrate resisting peer pressure to do something unsafe or plangerous. Use a checklist to practice the steps of refusing unwanted peer pressure. 	1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). 2. List characteristics of friends who are a healthy or unhealthy influence. 3. Identify strategies for avoiding, sidestepping, and reducing violence. 4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.). 5. Analyze the causes of a physical or verbal fight that you observed and prevention strategies. 6. Practice negotiation skills in pairs, taking the perspective of both parties into account.	
GOAL 3		onsible behaviors in personal, school, and communi	
~ C 16			Stage G
3A Consider ethical, safety, and societal factors in making decisions.	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. Develop strategies to work things out rather than retaliate when you feel wronged.	 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). 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.). Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. Assess one's own risk for various types of injury. Make journal entries on how your actions have affected others. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).
1 = >= ::	Stage E	Stage F	Stage G
ply decision- skills to deal bly with daily ic and social situations	Identify challenges and obstacles to solving problems. Identify healthy alternatives to risky behaviors. Evaluate strategies to promote school success (e.g.,	Identify tools to manage time better. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky	 List qualities that contribute to friendships. Describe the effects of procrastination and disorganization on academic outcomes. Analyze how decision-making skills improve your study habits. Analyze each step of a decision-making process used in responding to problem

identifying distractions, managing stress, and putting first things activities, and pointing out unacceptable consequences). first).

4. Practice aligning non-verbal and verbal communication in refusing unwanted behavior.

5. Apply a decision-making model to deal with unwanted behavior.

3. Use a homework organizer.

Stage F

4. Demonstrate an ability to set priorities.

5. Demonstrate an ability to stay on task

6. Demonstrate an ability to complete assignments on time.

Stage G

scenarios.

1. Identify sources of information about your community.

7. Demonstrate refusal skills.

2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).

5. Reflect in your journal on the consequences of your recent risk-taking behavior.

6. Use a decision log for 24 hours to identify influences on your health decisions.

3. Analyze what you learned about yourself and the community from involvement. In a community improvement activity.

4. Analyze 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.

Stage E

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

- 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 3. Support activities of various groups in your school. 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.

- 1. Identify various ways that community workers assist residents 1. Work with other students to plan and implement a service project in your
 - 2. Describe ways of showing respect for your school environment.

 - 4. Contribute in positive ways to your home environment.
 - 5. Describe the role of a community service worker.
 - 6. Plan and implement with other students a service project in your community.
 - 7. Plan a field trip to a community agency.

Grade 7

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GO	AL 1 - Develop self-awareness and self-manageme	elop self-awareness and self-management skills to achieve school and life success.			
ω	Stage F	Stage G			Stage H
manage ones and behavior.	1. Identify factors that cause stress both positive and negative.		ognize emotions as indicators of situations in need of att		Identify stress management skills that work best for you.
9 o 1a/	2. Identify physical reactions to stress (e.g., increased energy and alertr	ness, 2. Distir	nguish how you really feel from how others expect you to	o feel.	2. Predict how you would feel when apologizing to someone you have
Se ag	increased heart rate and respiration, sweaty palms, red face, etc.).	3. Distir	nguish between different emotions (e.g., fear and anger,	shame and	wronged.
and	Recognize emotional reactions to stress.	sadnes			3. Demonstrate an ability to assess your level of stress based on physical
ਬ ਤ	4. Describe strategies for dealing with upsetting situations (e.g.,		yze emotional states that contribute to or detract from yo	our ability to solve	
bus suc	disappointment, loss, separation).	problem			4. Monitor transitions in your emotions over time and reflect on their causes.
offic 8	5. Reflect on the possible consequences before expressing an emotion	5. Analy	yze the effect of self-talk on emotions.		5. Demonstrate an ability to reduce stress by re-assessing a situation.
i i i i i i i i i i i i i i i i i i i	6. Use "I-statements" to describe how you feel, why you feel that way, a		tice self-calming techniques (deep breathing, self-talk, p	rogressive	6. Demonstrate an ability to motivate yourself to greater performance
g g	what you might like to change.		on, etc.) to manage stress.		through changing how you think about a challenging situation.
A Identify and remotions	7. Practice strategies to reduce stress (e.g., talking to a friend or trusted		onstrate an ability to process emotions to facilitate probl	em-solving (e.g.,	
_	adult, considering what led to these feelings, physical exercise).		me negativity, and develop a positive attitude).	10.	
S. 38 al	-	Stage G			age H
personal qualities supports.			a-curricular activities available to students.	Identify what you like about yourself, including things that might be	
ers Ina Inb			the outside influences on development of personal chara	nsidered atypical for your gender.	
d e			age, self-esteem, behavior).	Take an inventory of your personal strengths and describe them in your	
ecognize	3. Identify physical and emotional changes during adolescence.	s. Identify sch	ool support personnel and investigate how they assist s	urnal.	
ogr ter		i. identily orga our interests	anizations in your community that provide opportunities	Describe a situation in which you needed help and where you sought it.	
e e				Analyze how others in your life have helped you resist negative influences. Reflect on a time when you overcame an obstacle to accomplish something	
B R and	6. Describe how adults at school demonstrate caring and concern for			at was important to you.	
1B a	students. Analyze the effort your family or other adults have made to	S Evaluate ho	by your physical characteristics have contributed to deci		Analyze the role of extra-curricular activities in how you feel about school.
			.g., what sports to play, what activities to participate, etc	7 that year the fole of extra cumodial activities in how you reel about school.	
	Stage F	Stage G		Stage H	
skills eving demic demic	Set a goal that you could expect to achieve in a month or two to				t you could achieve in a month or two related to an area of interest (e.g., a
sk jevi sken joa	improve some aspect of your school performance.	research ma			sical instrument, etc.).
trate achie acad	Identify obstacles to achievement of your goal.				on steps and timeframes toward the achievement of this goal.
stra o a	Brainstorm possible ways to overcome obstacles in achieving your				e who can help you achieve your goal and ask for their help.
d te	goals.	3. Analyze h	now you might have made better use of supports and	4. Monitor progre	ess on achieving your goal and make adjustments in your plan as needed.
C Demonstrelated to a rsonal and a	4. Make a plan with action steps and timeframes to achieve your goal.				level of goal achievement, identifying factors that contributed or detracted
J S S S	5. Monitor progress on your goal.			from it.	and a great and a start of great and a start of the start
1C pers	6. Evaluate your success and analyze what you might have done				you learned from this experience and what you would do differently next time.
٥	differently.	6. Set a pos	sitive social interaction goal.		
GO	AL 2 - Use social-awareness and interpersonal skill	s to estab	olish and maintain positive relationship	S.	
	Stage F		Stage G		Stage H
s of ge					

Recogni feeling erspect	 Identify and practice reflective listening skills through discussion an Recognize how a situation would make you feel and treat others at Describe others' feelings in a variety of situations. Ask open-ended questions to encourage others to express themse Use follow-up questions to clarify messages. Predict how one's own behavior might affect the feelings of others. Interpret non-verbal communication cues. 	cordingly.	 Identify the feelings and perspective of others during group discussion Recall a situation where your behavior impacted the feelings of others positively or negatively. Describe how classmates who are the subject of rumors or bullying m Distinguish between bullying and non-bullying situations. Role-play the perspectives of various characters in scenarios provided Paraphrase the conflicting perspectives of parties to a conflict. 	either ight feel. I.	 Analyze why both parties in a conflict feel as they do. Recognize actions that hurt others. Brainstorm different types of encouragement. Acknowledge the contributions of others. Log the feelings of TV characters and analyze why they felt as they did. Provide support to others who are experiencing problems.
cognize individual and group similarities and differences	 Identify unwelcome teasing or bullying behaviors. Identify ways to overcome misunderstanding among various social and cultural groups. Identify ways to advocate for others. Describe situations where minority groups have been respected at school or in the community. Discuss stereotyping and its negative impact on others. Demonstrate respect for members of various ethnic and religious groups. 	familiarize y 2. Identify r orientation prejudices I 3. Explain r contribute t 4. Evaluate 5. Explain v physical or	te the traditions of others (e.g. memorize phrases from other languages, rourself with the music or cuisine of other cultures). egative depictions of differences among people (e.g., gender or sexual stereotyping, discrimination against socio-economic or culture minorities, based on misinformation) in readings completed for coursework. It is now a lack of understanding of social and cultural differences can be intolerance. Ways of overcoming a lack of understanding of those who are different. Why bullying or making fun of others is harmful to oneself or others (e.g.,	2. Evaluate demonstra 3. Analyze 4. Describe 5. Role-pla	the consequences of ignoring the rights of other people. e how the actions of literary characters or historical figures have ted human similarities and differences. why students who are different may be teased or bullied. e strategies for preventing or stopping bullying. e the effectiveness of strategies for preventing or stopping e the effectiveness of strategies for preventing or stopping

				Grade 7 Descriptors
50>10	Stage F		Stage G	Stage H
2C Use communication and social skills to interact effectively with others	 Recognize the difference between positive and negative r Describe ways to express forgiveness. Practice reflective listening. Respond non-defensively to criticism or accusation through Demonstrate encouragement of others and recognition or contributions. Demonstrate graciousness in winning and losing. Practice turning criticism into constructive feedback. 	gh role-play.	 Role-play how to report bullying behavior. Participate in setting and enforcing class rules. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). Recognize the importance of setting limits for yourself and others. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. Learn to maintain an objective, non-judgmental tone during disagreements. 	 Identify indicators of possible problems in relationships based on varying scenarios provided. Differentiate among passive, assertive, and aggressive responses to peer
C 2 E 0	Stage F		Stage G	Stage H
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts	 Recognize that conflict is a natural part of life. Identify intervention strategies to stop bullying. Suggest ways of addressing personal grievances to avoid Analyze different approaches to dealing with conflict (e.g. compliance, negotiation). Analyze why you may have to use different strategies for different conflict situations. Evaluate ways to include everyone in group activities. Use verbal and non-verbal strategies to resolve group con 	, avoidance, dealing with	 Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). List characteristics of friends who are a healthy or unhealthy influence. Identify strategies for avoiding, sidestepping, and reducing violence. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.). Analyze the causes of a physical or verbal fight that you observed and prevention strategies. Practice negotiation skills in pairs, taking the perspective of both parties into account. 	 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). Teach conflict resolution skills to younger children Role-play de-escalating a conflict to avoid a fight. Use a conflict analysis checklist to analyze and resolve a conflict situation. Practice peer mediation skills. Explain the concept of a win-win resolution to conflict.
			ole behaviors in personal, school, and community cor	
5.⊆ છ		Stage G	Stag	
onsider ethical, saf and societal factor making decisic	 Identify the need for rules at school, home, and in society. Analyze what it means to be responsible for one's health. 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). 	riding a skate bo 2. Describe com a football game class, etc.). 3. Define the rol situation. 4. Assess one's	love the part of t	Recognize the impact of unethical or destructive behavior on family, friends, or ed ones. Recognize the legal issues related to the use of alcohol, tobacco, and other gs by adolescents. Analyze how media advertising influences consumer choices. Consider how fairness and respect would influence planning, implementing, I evaluating a service-learning project in your school or community. Practice replacing beliefs about peer group norms that support irresponsible lavior with beliefs that support responsible behavior.

6. Develop strategies to work things out rather than retaliate 6. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, 6. Analyze how a literary character or historical figure considered societal and when you feel wronged. plagiarism, etc.). ethical factors in making important decisions. Stage F Stage G Stage H Recognize the influence of peers on your academic and social success. Identify tools to manage time better. 1. List qualities that contribute to friendships. 2. Describe the effects of procrastination and disorganization on academic 2. Define methods for addressing interpersonal differences in a positive manner. 2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting 3. Reflect on your responses to everyday problem situations in a journal. outcomes. alternative activities, and pointing out unacceptable 3. Analyze how decision-making skills improve your study habits. Practice problem-solving skills by answering letters sent to an advice columnist. 5. Demonstrate how work and social relationships are enhanced through 4. Analyze each step of a decision-making process used in responding to problem consequences). 3. Use a homework organizer. scenarios. consideration of others' as well as your own expectations. 4. Demonstrate an ability to set priorities. 6. Analyze how a literary character or historical figure did or did not use 5. Reflect in your journal on the consequences of your recent risk-taking behavior. 5. Demonstrate an ability to stay on task 6. Use a decision log for 24 hours to identify influences on your health decisions. communication skills such as reflective listening in resolving a conflict. 6. Demonstrate an ability to complete assignments on time. 7. Demonstrate refusal skills.

- 1. Work with other students to plan and implement a service project 1. Identify sources of information about your community.
- 2. Describe ways of showing respect for your school environment.
- 3. Support activities of various groups in your school.
- 4. Contribute in positive ways to your home environment.
- 5. Describe the role of a community service worker.
- 6. Plan and implement with other students a service project in your community.
- 7. Plan a field trip to a community agency.

- 2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
- a community improvement activity.
- 4. Analyze the consequences of participating or not participating in the electoral
- 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.

- 1. Defend a position on an issue or public event in a simulated congressional
- 2. Defend a position in writing on an important citizenship topic (e.g., the rule
- 3. Analyze what you learned about yourself and the community from involvement. In 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 behaviors affect the well being of one's school and community.

Grade 8

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

	Stage G	Stage H	Stage I		
manage ones and behavior.	Recognize emotions as indicators of situations in need of attention.	Identify stress management skills that work best for you.	Explain the consequences of different forms of communicating one's		
o o	2. Distinguish how you really feel from how others expect you to feel.	2. Predict how you would feel when apologizing to someone you ha			
e ge	3. Distinguish between different emotions (e.g., fear and anger, shame and sadness)		2. Predict how you would feel in giving or receiving help or a compliment.		
d b	4. Analyze emotional states that contribute to or detract from your ability to solve	3. Demonstrate an ability to assess your level of stress based on	3. Analyze how time management might improve your decision making.		
สม เม	problems.	physical and psychological factors.	4. Practice assertive communication to manage stress.		
pu Su	5. Analyze the effect of self-talk on emotions.	4. Monitor transitions in your emotions over time and reflect on their			
entify and remotions	6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation,	causes.	something.		
l∰ CL	etc.) to manage stress.	5. Demonstrate an ability to reduce stress by re-assessing a situation	on. 6. Practice a stress management technique to handle anxiety related to a		
el	7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g.,	6. Demonstrate an ability to motivate yourself to greater performance	school task (e.g., public speaking or taking a test).		
2	overcome negativity, and develop a positive attitude).	through changing how you think about a challenging situation.			
- s .;	Stage G Stage H		Stage I		
personal qualities supports.		tify what you like about yourself, including things that might be	Identify possible career and volunteer opportunities based on your identified		
lasi poc			nterests and strengths.		
og b lls			2. Identify things about yourself and situation that you cannot change and devote		
ize	3. Identify school support personnel and investigate how they assist journal.		your energy to something you can change.		
B Recognize and external s	students. 3. Desc	cribe a situation in which you needed help and where you sought it.	3. Establish criteria for deciding which of two sports or other activities to engage		
		yze how others in your life have helped you resist negative	n.		
	develop your interests or talents.		4. Make a plan to improve your performance in a school subject or area of family		
а в	5. Evaluate the benefits of participating in extra-curricular activities (e.g.,		responsibility.		
`			5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have		
			contributed to developing an interest or skill.		
	you have made (e.g., what sports to play, what activities to participate, etc.). school.		6. Differentiate among relationship factors that impact personal and career goals.		
s gg s.	Stage G Stage H		Stage I		
achieving sonal and ic goals.		ould achieve in a month or two related to an area of interest (e.g., a	1. Identify who helped you and how in achieving a recent goal.		
hie te	research materials).	nstrument, etc.).	2. Analyze why you were or were not able to overcome obstacles in working on		
trai ac sol			a recent goal.		
de je insi	completion of action steps toward achieving a goal. 3. Identify people who complete the step is a second state of the		3. Analyze the impact of an unforeseen opportunity on achieving a goal.		
ca ed	3. Analyze how you might have made better use of supports 4. Monitor progress on	achieving your goal and make adjustments in your plan as needed.	4. Analyze why scheduling conflicts might require you to change the time frame		
			for achieving a goal.		
	4. Distinguish between a short and long-term goal.5. Apply goal-setting skills to develop academic success.6. Analyze what you learners.		5. Analyze how using illegal substances could interfere with achievement of a long-term goal.		
_	6. Set a positive social interaction goal.	arried from this experience and what you would do differently flext	6. Analyze how academic achievement can contribute to achievement of a long-		
	o. Oet a positive social interaction goal.		term goal.		
GOA	GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
		and H Stane I			

0.75 %	Stage G	Stage H	Stage I
s c	1. Identify the feelings and perspective of others during group discussions.	1. Analyze why both parties in a conflict feel as they do.	Recognize ways to share and reciprocate feelings.
S S	2. Recall a situation where your behavior impacted the feelings of others either positively o	r 2. Recognize actions that hurt others.	2. Identify people's varying attitudes and feelings about current issues (e.g., what changes schools
그걸 만듯 약	negatively.	3. Brainstorm different types of encouragement.	should make to better prepare students for the work place).
elig Se elig	3. Describe how classmates who are the subject of rumors or bullying might feel.	4. Acknowledge the contributions of others.	3. Differentiate between the factual and emotional content of what a person says.
S e s	 Recall a situation where your behavior impacted the feelings of others either positively of negatively. Describe how classmates who are the subject of rumors or bullying might feel. Distinguish between bullying and non-bullying situations. 	5. Log the feelings of TV characters and analyze why they felt	4. Demonstrate empathy with others in a variety of situations.
ğ ğ	5. Role-play the perspectives of various characters in scenarios provided.	they did.	5. Develop strategies to provide support to others who are experiencing problems.
Z I	6. Paraphrase the conflicting perspectives of parties to a conflict.	6. Provide support to others who are experiencing problems.	6. Demonstrate strategies to mentor others.
	Stage G	Stage H	Stage I
- m :	1. Investigate the traditions of others (e.g. memorize phrases from other languages,	Analyze the consequences of ignoring the rights of other	1. Discuss stereotyping and its negative effects for both the victim and perpetrator.
ndividual milarities erences.	familiarize yourself with the music or cuisine of other cultures).	people.	2. Analyze how various social and cultural groups are portrayed in the media.
D it o	2. Identify negative depictions of differences among people (e.g., gender or sexual	2. Evaluate how the actions of literary characters or historical	3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors
€ ≅ e	orientation stereotyping, discrimination against socio-economic or culture minorities,	igures have demonstrated human similarities and differences.	(e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural
fe iii	prejudices based on misinformation) in readings completed for coursework.	Analyze why students who are different may be teased or	norms).
di Se	3. Explain how a lack of understanding of social and cultural differences can contribute	oullied.	4. Evaluate efforts to promote increased understanding among groups.
<u>ii</u> <u> </u> <u> </u> <u> </u> <u> </u>	to intolerance.	 Describe strategies for preventing or stopping bullying. 	5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve
a gc			common goals.
9 9	5. Explain why bullying or making fun of others is harmful to oneself or others (e.g.,	6. Evaluate the effectiveness of strategies for preventing or	6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to
요등	physical or verbal).		protecting the rights of all students.
2B	6. Listen respectively to opposing points of views on controversial issues.		7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.
1			

		Grade 8 Descriptors			
Stage G	Stage H	Stage I			
1. Role-play how to report bullying behavior. 2. Participate in setting and enforcing class rules. 3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). 4. Recognize the importance of setting limits for yourself and others. 5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. 6. Learn to maintain an objective, non-judgmental tone during disagreements.	 Identify indicators of possible problems in relationships based on varying scenarios provided. Differentiate among passive, assertive, and aggressive responses to peer pressure. Develop guidelines for effective email communication. Role-play responding non-defensively to criticism or accusation. Use self-reflection to determine how to stop the spread of gossip. Practice effective speaking and listening at home. 	1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. 2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship. 3. Analyze differences in resolving conflicts in different types of relationships. 4. Analyze differences in the distribution of power in various relationships and how this affects communication styles. 5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. 6. Develop criteria for evaluating success in completing action steps and goal achievement.			
Stage G	Stage H	Stage I			
1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). 2. List characteristics of friends who are a healthy or unhealthy influence. 3. Identify strategies for avoiding, sidestepping, and reducing violence. 4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.). 5. Analyze the causes of a physical or verbal fight that you observed a prevention strategies. 6. Practice negotiation skills in pairs, taking the perspective of both parties into account.	2. Teach conflict resolution skills to younger children3. Role-play de-escalating a conflict to avoid a fight.4. Use a conflict analysis checklist to analyze and resolve a conflict	2. Analyze scenarios to show how power struggles contribute to conflict. 3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances). 4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon			
GOAL 3 - Demonstrate decision-making skills and responsible b	GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Stage G	Stage H	Stage I			
The big of the properties of t	loved ones. 2. Recognize the legal issues related to the use of alcohol, by adolescents. 3. Analyze how media advertising influences consumer che 4. Consider how fairness and respect would influence plan evaluating a service-learning project in your school or com 5. Practice replacing beliefs about peer group norms that s behavior with beliefs that support responsible behavior. 6. Analyze how a literary character or historical figure cons factors in making important decisions.	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 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 and affect our personal decision making. 6. Promote alcohol-free social events among peers.			
, _ > _ Stage G	Stage H	Stage I			
1. List qualities that contribute to friendships. 2. Describe the effects of procrastination and disorganization on acare by the property of the process of	manner. 3. Reflect on your responses to everyday problem situati	2. Identify resources that facilitate academic success and social functioning. 3. Describe the causes and effects on others of one of your behaviors.			

- 4. Analyze each step of a decision-making process used in responding to problem scenarios.
- 5. Reflect in your journal on the consequences of your recent risk-taking
- behavior. 6. Use a decision log for 24 hours to identify influences on your health decisions. 6. Analyze how a literary character or historical figure did or did not use

Analyze the consequences of participating or not participating in the electoral process.

5. Collect information about how groups are working to improve the community.

7. Make a plan with your family to participate in a community improvement activity.

6. Evaluate a recent project that addressed a community need or issue.

Stage G Identify sources of information about your community.

issues, being involved in influencing public policy).

7. Demonstrate refusal skills.

improvement activity.

communication skills such as reflective listening in resolving a conflict. Stage H

columnist.

- Defend a position on an issue or public event in a simulated congressional debate 2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about 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 3. Explain how one's decisions and behaviors affect the well being of the rights of minorities, etc.)
- 3. Analyze what you learned about yourself and the community from involvement. In a community 3. Evaluate your participation in a simulated state or federal election.

5. Demonstrate how work and social relationships are enhanced through

consideration of others' as well as your own expectations.

- 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 an

Stage I

academic achievement.

potentially dangerous situations.

- 1. Identify possible service projects to do within your school. 2. Identify possible service projects to do within your community.
- one's school and community.

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

- 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 participation in a service project in your school or community.

Grades 9-10

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OUAL	GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.				
0 O C	Stage H	Stage I	Stage J		
1A Identify and manage ones emotions and behavior.	Identify stress management skills that work best for you. Predict how you would feel when apologizing to someone you have wronged. Demonstrate an ability to assess your level of stress based on physical and psychological factors. Monitor transitions in your emotions over time and reflect on their causes. Demonstrate an ability to reduce stress by re-assessing a situation. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.	Explain the consequences of different forms of communicating one's emotions. Predict how you would feel in giving or receiving help or a compliment. Analyze how time management might improve your decision making. Practice assertive communication to manage stress. Practice dealing appropriately with being wrongly accused of something. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).	Explain how focusing on your community's assets rather than its deficits can affect your choices. Describe how changing your interpretation of an event can alter how you and others feel about it. Recognize the impact of denial defense mechanisms on your mental health. 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). Demonstrate how you might use upset feelings to ask for help rather express anger. Demonstrate an ability to express hurt without withdrawal, blame, or aggression. Select healthy defense mechanisms.		
S = S	Stage H	Stage I	Stage J		
1B Recognize personal qualities and external supports.	 Identify what you like about yourself, including things that might be considered atypical for your gender. Take an inventory of your personal strengths and describe them in your journal. Describe a situation in which you needed help and where you sought it. Analyze how others in your life have helped you resist negative influences. Reflect on a time when you overcame an obstacle to accomplish something that was important to you. Analyze the role of extra-curricular activities in how you feel about school. 	 Identify possible career and volunteer opportunities based on your identified interests and strengths. Identify things about yourself and situation that you cannot change and devote your energy to something you can change. Establish criteria for deciding which of two sports or other activities to engage in. Make a plan to improve your performance in a school subject or area of family responsibility. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill. Differentiate among relationship factors that impact personal and career goals. 	 Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal. Demonstrate decision making based on what is right rather than media images of success. Reach out to help others achieve their goals. Develop relationships that support personal and career goals. 		
လ ဝ.ဝ လ	Stage H	Stage I	Stage J		
1C Demonstrate skills related to achieving personal and academic goals.	 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.). Establish action steps and timeframes toward the achievement of this goal. Identify people who can help you achieve your goal and ask for their help. Monitor progress on achieving your goal and make adjustments in your plan as needed. Evaluate your level of goal achievement, identifying factors that contributed or detracted from it. Analyze what you learned from this experience and what you would do differently next time. 	 Identify who helped you and how in achieving a recent goal. Analyze why you were or were not able to overcome obstacles in working on a recent goal. Analyze the impact of an unforeseen opportunity on achieving a goal. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal. Analyze how using illegal substances could interfere with achievement of a long-term goal. Analyze how academic achievement can contribute to achievement of a long-term goal. 	Set a long-term academic/career goal with dates for completion of the action steps. Anticipate barriers to achieving your goal and make contingency plans for overcoming them. Analyze how current decisions about health behavior may affect long-term education and career goals. 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. Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.		

0.73 (0 :	Stage H	Stage I	Stage J
	Analyze why both parties in a conflict feel as they do.	Recognize ways to share and reciprocate feelings.	Analyze barriers to effective communication.
the signal of th	2. Recognize actions that hurt others.	2. Identify people's varying attitudes and feelings about current issues (e.g., what changes	2. Evaluate opposing points of view on current issues (e.g., the role of students in the
S g e c	Brainstorm different types of encouragement.		governance of their school)
Signal Signal	Acknowledge the contributions of others.		Analyze the factors that have influenced your perspective on an issue.
Pe pe	5. Log the feelings of TV characters and analyze why they felt as they		4. Use appropriate non-verbal cues to communicate your understanding of another's
10 E	did.		perspective.
	6. Provide support to others who are experiencing problems.		5. Demonstrate ways to assert one's needs and viewpoints in a respectful manner.
			6. Practice responding to ideas rather that the person advancing them.
- o .;	Stage H	Stage I	Stage J
cognize individual group similarities and differences.			
vic ari	1. Analyze the consequences of ignoring the rights of other people.	Discuss stereotyping and its negative effects for both the victim and perpetrator.	Analyze your perception of cultural variation in light of experiences you have had with
	2. Evaluate how the actions of literary characters or historical figures		members of various cultural groups.
l i e i i i i i i i i i i i i i i i i i	have demonstrated human similarities and differences.		2. Analyze how the media create and/or reinforce societal expectations of various social and
d d ji	3. Analyze why students who are different may be teased or bullied.		cultural groups.
P 2 E	Describe strategies for preventing or stopping bullying.		3. Analyze the meaning of citizenship in various countries and historical periods.
0 5 %	5. Role-play strategies for preventing or stopping bullying.		4 Evaluate how marketing and media shape how social and cultural groups. perceive
Re	6. Evaluate the effectiveness of strategies for preventing or stopping		themselves.
<u> </u>	bullying.		5 Evaluate how getting to know and work with others from various social and cultural groups
2			can change your perceptions of these groups.
			6 Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students
			accused of non-conformist behavior).
		ethnic groups.	7 Demonstrate an ability to work well with those of different ethnic groups and religions.

nd act sly srs	Stage H	Stage I	Stage J
communic	Identify indicators of possible problems in relationships based on varying scenarios provided. Differentiate among passive, assertive, and aggressive responses to peer pressure. Develop guidelines for effective email communication. Role-play responding non-defensively to criticism or accusation. Use self-reflection to determine how to stop the spread of gossip. Practice effective speaking and listening at home.	Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship. Analyze differences in resolving conflicts in different types of relationships. Analyze differences in the distribution of power in various relationships and how this affects communication styles. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. Develop criteria for evaluating success in completing action steps and goal achievement.	Analyze how you and others feel in giving and receiving help. Analyze the effects of giving and receiving help in completing tasks. Evaluate ideas on their merit instead of the individual sharing them. Evaluate how well one follows the lead of others in completing group tasks. Evaluate how well one supports the leadership of others. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas). Demonstrate strategies for collaborating with peers, adults and others in the community.
ts al.,	Stage H	Stage I	Stage J
2D Derr / to preve resolve in	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). Teach conflict resolution skills to younger children Role-play de-escalating a conflict to avoid a fight. Use a conflict analysis checklist to analyze and resolve a conflict situation. Practice peer mediation skills. Explain the concept of a win-win resolution to conflict.	1. Identify how both parties to a conflict might get their needs met. 2. Analyze scenarios to show how power struggles contribute to conflict. 3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances). 4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict. 5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences. 6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).	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). Analyze strategies for dealing with sexual harassment and an abusive relationship. 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.). Recommend ways for students to have a voice in establishing and enforcing school rules. Analyze how conflict can escalate into violence. Demonstrate various approaches for resolving conflict.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.			
	Stage H	Stage I	Stage J
3A Consider ethical, safety, and societal factors in making decisions.	Recognize the impact of unethical or destructive behavior on family, friends, or loved ones. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. Analyze how media advertising influences consumer choices. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community. Fractice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.	Explain how to reduce negative outcomes in risky situations. Explain how laws reflect social norms and affect our personal decision making. Analyze how personal decisions can affect your health and the health of others. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events). Promote alcohol-free social events among peers.	Describe the value of resisting peer pressure that causes social or emotional harm to self or others. 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. Sevaluate the consequences for yourself and others of following ethical principles in your relationships. Evaluate ethical issues involved in a social policy. Predict how a jury of one's peers would judge various behaviors. Show how a service project contributes to the good of society.
י מאמ	Stage H	Stage I	Stage J
3B Apply decision-making skills to deal responsibly with daily academic and social situations.	Recognize the influence of peers on your academic and social success. Define methods for addressing interpersonal differences in a positive manner. Reflect on your responses to everyday problem situations in a journal. Practice problem-solving skills by answering letters sent to an advice columnist. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.	Identify effective time management and organizational skills. Identify resources that facilitate academic success and social functioning. Describe the causes and effects on others of one of your behaviors. Evaluate how the decisions you make about studying affect your academic achievement. Evaluate the impact of considering safety factors on relationships. Evaluate how ethical conduct might improve valued relationships. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.	 Identify how social relationships impact academic performance. Analyze how interests, personality traits, and aptitudes affect career choices. Examine the relationship between academic courses and career goals. Examine family and friends as sources of support for academic and social decisions. Evaluate how past relationships impact decisions about future relationships. Use school and community resources in making academic and social decisions.
0 7 7 .	Stage H	Stage I	Stage J
3C Contribute to the well-being of ones school and community.	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 behaviors affect the well being of one's school and community.	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 participation in a service project in your school or community.	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 students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.). 7. Communicate the results of a group service project to interested school and community groups.

Grades 11-12

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

S d S.	Stage I	Stage J
1A Identify and manage ones emotions and behavior.	 Explain the consequences of different forms of communicating one's emotions. Predict how you would feel in giving or receiving help or a compliment. Analyze how time management might improve your decision making. Practice assertive communication to manage stress. Practice dealing appropriately with being wrongly accused of something. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test). 	 Explain how focusing on your community's assets rather than its deficits can affect your choices. Describe how changing your interpretation of an event can alter how you and others feel about it. Recognize the impact of denial defense mechanisms on your mental health. 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). Demonstrate how you might use upset feelings to ask for help rather express anger. Demonstrate an ability to express hurt without withdrawal, blame, or aggression. Select healthy defense mechanisms.
es es ts.	Stage I	Stage J
1B Recognize personal qualities and external supports.	 Identify possible career and volunteer opportunities based on your identified interests and strengths. Identify things about yourself and situation that you cannot change and devote your energy to something you can change. Establish criteria for deciding which of two sports or other activities to engage in. Make a plan to improve your performance in a school subject or area of family responsibility. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill. Differentiate among relationship factors that impact personal and career goals. 	 Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal. Demonstrate decision making based on what is right rather than media images of success. Reach out to help others achieve their goals. Develop relationships that support personal and career goals.
⊪s ng nd Is.	Stage I	Stage J
onstrat d to ack persor	 Identify who helped you and how in achieving a recent goal. Analyze why you were or were not able to overcome obstacles in working on a recent goal. Analyze the impact of an unforeseen opportunity on achieving a goal. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal. Analyze how using illegal substances could interfere with achievement of a long-term goal. Analyze how academic achievement can contribute to achievement of a long-term goal. 	 Set a long-term academic/career goal with dates for completion of the action steps. Anticipate barriers to achieving your goal and make contingency plans for overcoming them. Analyze how current decisions about health behavior may affect long-term education and career goals. 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. Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.

GOAL	GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.			
2A Recognize the feelings and perspectives of others.	 Recognize ways to share and reciprocate feelings. 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). Differentiate between the factual and emotional content of what a person says. Demonstrate empathy with others in a variety of situations. Develop strategies to provide support to others who are experiencing problems. Demonstrate strategies to mentor others. 	 Analyze barriers to effective communication. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school) Analyze the factors that have influenced your perspective on an issue. Use appropriate non-verbal cues to communicate your understanding of another's perspective. Demonstrate ways to assert one's needs and viewpoints in a respectful manner. Practice responding to ideas rather that the person advancing them. 		
2B Recognize individual and group similarities and differences.	1. Discuss stereotyping and its negative effects for both the victim and perpetrator. 2. Analyze how various social and cultural groups are portrayed in the media. 3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms). 4. Evaluate efforts to promote increased understanding among groups. 5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals. 6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students. 7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.	1. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups. 2. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups. 3. Analyze the meaning of citizenship in various countries and historical periods. 4 Evaluate how marketing and media shape how social and cultural groups. perceive themselves. 5 Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups. 6 Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of nonconformist behavior). 7 Demonstrate an ability to work well with those of different ethnic groups and religions.		

S # 5.	Stage I	Stage J
Jse communication and social skills to ract effectively with others.	 Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship. Analyze differences in resolving conflicts in different types of relationships. 	 Analyze how you and others feel in giving and receiving help. Analyze the effects of giving and receiving help in completing tasks. Evaluate ideas on their merit instead of the individual sharing them.
e com ind soc ct effe	 4. Analyze differences in the distribution of power in various relationships and how this affects communication styles. 5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. 	 4. Evaluate how well one follows the lead of others in completing group tasks. 5. Evaluate how well one supports the leadership of others. 6. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas;
2C Us a intera	6. Develop criteria for evaluating success in completing action steps and goal achievement.	supporting others' ideas). 7. Demonstrate strategies for collaborating with peers, adults and others in the community.
ts al.	Stage I	Stage J
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts	 Identify how both parties to a conflict might get their needs met. Analyze scenarios to show how power struggles contribute to conflict. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances). Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate). 	 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). Analyze strategies for dealing with sexual harassment and an abusive relationship. 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.). Recommend ways for students to have a voice in establishing and enforcing school rules. Analyze how conflict can escalate into violence. Demonstrate various approaches for resolving conflict.

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GOAL	GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.			
- 70 C 16	Stage I	Stage J		
A Consider ethical, safety, and societal factors in making decisions.	Explain how to reduce negative outcomes in risky situations.	1. Describe the value of resisting peer pressure that causes social or emotional harm to self or others.		
isight, it	2. Explain how laws reflect social norms and affect our personal decision making.	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.		
afer fac	3. Analyze how personal decisions can affect your health and the health of others.	education, child care assistance for working families) would impact the behaviors of individuals and groups.		
g Si	4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.	3. Evaluate the consequences for yourself and others of following ethical principles in your relationships.		
Sie	5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting	4. Evaluate ethical issues involved in a social policy.		
S S	events).	5. Predict how a jury of one's peers would judge various behaviors.		
~	6. Promote alcohol-free social events among peers.	6. Show how a service project contributes to the good of society.		
+ 0 ≥ 0 m	Stage I	Stage J		
decision- ng skills to esponsibly academic and social	Identify effective time management and organizational skills.	1. Identify how social relationships impact academic performance.		
Skii Skii	2. Identify resources that facilitate academic success and social functioning.	2. Analyze how interests, personality traits, and aptitudes affect career choices.		
de de sacional de	3. Describe the causes and effects on others of one of your behaviors.	3. Examine the relationship between academic courses and career goals.		
Apply makin leal regal sala	4. Evaluate how the decisions you make about studying affect your academic achievement.	4. Examine family and friends as sources of support for academic and social decisions.		
Ap ma ea da	5. Evaluate the impact of considering safety factors on relationships.	5. Evaluate how past relationships impact decisions about future relationships.		
3B Apply making deal res	6. Evaluate how ethical conduct might improve valued relationships.	6. Use school and community resources in making academic and social decisions.		
°	7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.			
0 = 70 .:	Stage I	Stage J		
g o g and	Identify possible service projects to do within your school.	Design a survey to identify school needs.		
ol sin	Identify possible service projects to do within your community. Explain how one's decisions and behaviors affect the well being of one's school and community.	2. Prioritize identified school needs.		
불호성	3. Explain how one's decisions and behaviors affect the well being of one's school and community.	3. Compare and contrast government's record on important public policy issues (e.g., protecting human rights,		
Nel Sor	4. Describe how various organizations contribute to the well-being of your community.	developing renewable sources of energy, etc.).		
3C Contribute to the well-being of ones school and community.	5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or	4. Develop a project and action plan to address an identified school need.		
φ ‡ Θ	community.	5. Conduct research on a school need of interest.		
	6. Evaluate how you might improve your participation in a service project in your school or community.	6. Work cooperatively with other students in addressing an identified need in the broader community (e.g.,		
		working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).		
		7. Communicate the results of a group service project to interested school and community groups.		
		7. Communicate the results of a group service project to interested school and community groups.		