

Kindergarten through 3rd Grade



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

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

Standard A– Identify and Manage one’s emotions and behaviors		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Recognize and accurately label emotions and how they are linked to behavior.	Demonstrate control of impulsive behavior.	Identify one’s likes and dislikes, needs and wants, strengths and challenges.	Identify family, peer, school, and community strengths.	Describe why school is important in helping students achieve personal goals.	Identify goals for academic success and classroom behavior.
<ul style="list-style-type: none"> Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc...). Discuss emotions that story characters are feeling within the texts being read. Make posters, draw pictures, or participate in a role playing activity depicting emotions. Share feelings through speaking, writing, and drawings. Identify and discuss how characters deal with emotions within stories read in the classroom. Teach and model calming techniques. 		<ul style="list-style-type: none"> Identify during a tour where the adults are located in the school in case of emergency. Encourage each student to share a special skill or talent they have in a class meeting. Identify personal traits of characters in stories. Have students share the community resources they enjoy, such as parks and pools. Create pictures of the favorite things students like to do with their friends, like ride bikes. Have a class meeting to discuss ways to ask for help in school from teachers and peers. 		<ul style="list-style-type: none"> As a class, discuss what it means to be successful at school...what does it look like? Guide students to set an academic goal for the semester or maybe just the week. Assist students in dividing the goal into manageable steps...especially long term goals. Share examples of goals that have been achieved after overcoming obstacles with stories and biographies. Describe how distractions may interfere with achievement of goals and model what to do. 	

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

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Recognize that others may experience situations differently from oneself.	Use listening skills to identify the feelings and perspectives of others.	Describe the ways that people are similar and different.	Describe positive qualities in others.	Identify ways to work and play well with others.	Demonstrate appropriate social and classroom behavior.	Identify problems and conflicts commonly experienced by peers.	Identify approaches to resolving conflicts constructively.
<ul style="list-style-type: none"> Guide students to identify perspectives by verbal, physical and situational cues within the stories being read in class. Explain why story characters feel the way they do in context. Ask students to paraphrase what someone has said to ensure they identify the correct perspective of that person. Model good listening skills (make eye contact, nodding, asking clarifying questions). 		<ul style="list-style-type: none"> Use group activities to model the needs of others (taking turns, listening to others, supporting ideas). Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping). Create group discussions on human differences depicted in stories. Compare and contrast family differences within the classroom. 		<ul style="list-style-type: none"> Set classroom rules and norms of raising one’s hand for recognition, paying attention when someone else is speaking, etc. Role play how to meet someone new and start a conversation. Hold a class meeting and ask the students to define what it means to be a good friend. Create class “compliments”. Role play how to give compliments and appropriate responses to compliments. 		<ul style="list-style-type: none"> Hold class or group discussions about situations at school that were disagreements. How was it handled? What could have been done differently? Use puppets to act out and resolve conflict scenarios. Teach self-calming techniques for anger management. Encourage the class to create rules or guidelines to stop rumors or bullying behaviors that may be happening in the classroom. 	

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

Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one’s school and community.	
Explain why unprovoked acts that hurt others are wrong.	Identify social norms and safety considerations that guide behavior.	Identify a range of decisions that students make at school.	Make positive choices when interacting with classmates.	Identify and perform roles that contribute to one’s classroom.	Identify and perform roles that contribute to one’s family.
<ul style="list-style-type: none"> Create drawing, collages or presentations of ways to help others in the school or community. Ask students to identify adults in the school or community that help them (police, fireman). Incorporate group activities, games or center activities to allow for sharing and taking turns. Create classroom rules with student input and group discussion to allow students to have more ownership in the rules. Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion). 		<ul style="list-style-type: none"> Brainstorm alternative solutions to problems posed in stories and cartoons. Practice group decision making with peers in class meetings. Create class “self-talk” posters to help students develop this strategy to calm down. Brainstorm alternative solutions to a situation that happened in the classroom at a previous time (a reflective discussion). Discuss why the characters in stories have the friends they have. Why did they choose those friends? 		<ul style="list-style-type: none"> List ways students can help their class run more smoothly. Allow students to volunteer for classroom tasks (clean up, passing out papers, etc.). Brainstorm as a class how to help the teacher address a classroom concern. Write a classroom letter to a newspaper editor on a community issue that the class feels needs to be addressed (homelessness, park cleanup...etc.). 	



4th Grade and 5th Grade



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

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

Standard A– Identify and Manage one’s emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Describe a range of emotions and the situations that cause them.	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Describe personal skills and interests that one wants to develop.	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Describe the steps in setting and working toward goal achievement.	Monitor progress on achieving a short-term personal goal.
<ul style="list-style-type: none"> • Create a class list of positive strategies for handling conflict in the classroom. • Develop “I-statements” to express various emotions (I feel sad. I am upset.). • Introduce and model different strategies for handling upsetting situations. • Create journals/collages describing emotions based on student experiences. • Students can share “Class Compliment” cards to express positive feelings to classmates. 		<ul style="list-style-type: none"> • Allow students to choose a skill that they would like to learn or improve. • Brainstorm ways the class can get their families involved in school activities or support the school. • Develop ways students can support each other within the classroom (peer tutors, student advisors, student buddies, student guides...etc.). • Encourage students to be part of the school leadership roles (student council, clubs, mentorships). 		<ul style="list-style-type: none"> • Discuss how obstacles have been overcome to achieve goals (in literature, social science, and personal experience). • Use reflective conversations to discuss how the group/individual might have done something differently to achieve a goal. • Allow students to set academic and personal goals and monitor them. • Model how to evaluate the level of achievement of those goals. 	

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

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Identify verbal, physical, and situational cues that indicate how others may feel.	Describe the expressed feelings and perspectives of others.	Identify differences among and contributions of various social and cultural groups.	Demonstrate how to work effectively with those who are different from oneself.	Describe approaches for making and keeping friends.	Analyze ways to work effectively in groups.	Describe causes and consequences of conflicts.	Apply constructive approaches in resolving conflicts.
<ul style="list-style-type: none"> • Brainstorm strategies to support students who are left out or bullied. • Role play responses to a range of emotions. • Reflect on how literary characters felt throughout a story. • Discuss the various points of view expressed on an historical, political or social issue. 		<ul style="list-style-type: none"> • Compare and contrast the social groups in the school/classroom. • Design a project that shows how the class or school is enriched by different cultures. • Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. • Compare and contrast cultural groups. 		<ul style="list-style-type: none"> • Develop norms and strategies for working in collaborative groups. • Role play how to approach and start a conversation with a new student. • Create a class list of ways to take responsibility for mistakes. • Hold a class meeting to create strategies to resist negative peer pressure...how students can help each other or ask for help. 		<ul style="list-style-type: none"> • Discuss with students how to identify assertive, passive and aggressive conflict resolution behaviors. • Journal and share conflicts students have experienced and how they dealt with them (reflectively, what would they do different?). • Role-play refusal skills for unsafe behaviors (drugs, gangs...etc.). 	

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

Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one’s school and community.	
Demonstrate the ability to respect the rights of self and others.	Demonstrate knowledge of how social norms affect decision making and behavior.	Identify and apply the steps of systematic decision making.	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Identify and perform roles that contribute to the school community.	Identify and perform roles that contribute to one’s local community.
<ul style="list-style-type: none"> • Incorporate respect for the property of others into class rules. • Include “Digital Citizenship” or internet safety in classroom discussions and lesson plans. • Discuss the reasons we have laws and why it is important to obey them. • Analyze what it means to be responsible with regards to family, friends, school and community. • Discuss decision making and points of view. • Depict ways to help others (list, draw, cartoons). 		<ul style="list-style-type: none"> • Use collaborative group activities to make decisions on projects or activities. • Present small groups with the same problem scenarios and have them develop alternative solutions. • Reflect on the different solutions that each group developed. • Role-play social situations and the decision-making process (define the problem, how you feel, identifying factors, set a goal, alternative solutions and consequences, select a solution, evaluate the results). 		<ul style="list-style-type: none"> • Create a classroom “Bill of Rights” and discuss rights and responsibilities of all students. • Brainstorm ways students can contribute to their community (help a neighbor, clean up a block, community safety). • Hold an election for classroom offices. • Gather information about a need in the community. • Develop a plan to help with the need (What resources would be needed? Who could help? Where to start?). 	



6th Grade through 8th Grade



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

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

Standard A– Identify and Manage one's emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Analyze factors that create stress or motivate successful performance.	Apply strategies to manage stress and to motivate successful performance.	Analyze how personal qualities influence choices and successes.	Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Set a short-term goal and make a plan for achieving it.	Analyze why one achieved or did not achieve a goal.
<ul style="list-style-type: none"> •Discuss factors that cause both positive and negative stress. •Identify physical reactions to stress (increased energy, increased heart rate, respiration, sweaty palms, red face, etc.). •Brainstorm strategies to reduce stress (talking to a friend or trusted adult, physical exercise). •Create a list of stress management skills that work best for the students in the class. •Role-play how to apologize and how to accept an apology. 		<ul style="list-style-type: none"> •Create opportunities for family members to support students in the classroom (volunteers, tutors, fundraisers). •Allow students to share what they feel are strengths and weaknesses and how that influences their choices and decisions. •Exhibit the extra-curricular activities available at school and within the community. •Reflect on the benefits of the extra-curricular activities (friendship, leadership, learning a new skill, teamwork). 		<ul style="list-style-type: none"> •Have students set goals they expect to achieve in a month or two in academic performance. •Brainstorm possible obstacles to achieving the goals that have been set. •Identify people who can help achieve the goals and how to make adjustments if needed. •Model how to monitor an action plan created to achieve long term goals. •Create a class reflective rubric to use once the goal has either been achieved or not to look at what went well and what could be improved. 	

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

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Predict others' feelings and perspectives in a variety of situations.	Analyze how one's behavior may affect others.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	Analyze the effects of taking action to oppose bullying based on individual and group differences.	Analyze ways to establish positive relationships with others.	Demonstrate cooperation and teamwork to promote group effectiveness.	Evaluate strategies for preventing and resolving interpersonal problems.	Define unhealthy peer pressure and evaluate strategies for resisting it.
<ul style="list-style-type: none"> •Practice reflective listening skills through discussion and role-playing activities. •Guide students to create open-ended questions to encourage others to express themselves. •Use scenarios to paraphrase the conflicting perspectives in a conflict. •Analyze TV character choices. 		<ul style="list-style-type: none"> •Identify ways to overcome misunderstanding within a group. •Create a list of ways to advocate for others in class and in school. •Investigate the traditions of others. •Analyze why students who are different may be teased or bullied. •Role-play strategies for preventing or to stop bullying. 		<ul style="list-style-type: none"> •Turn criticism into constructive feedback within a collaborative group activity. •Role-play ways to report bullying, ways to support classmates, etc. •Discuss and develop ways to stop the spread of gossip within the class and school. •Create a list of ways to respond to peer pressure. 		<ul style="list-style-type: none"> •Create a classroom procedure to allow students to address grievances to avoid conflicts. •Analyze how different people approach conflict (avoidance, compliance, negotiation). •Brainstorm destructive behaviors influenced by peers (drugs, gangs, gossip, sexual behaviors). •Develop peer mediation skills. 	

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

Learning Standard A- Consider ethical, safety, and societal factors in making decisions.		Learning Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Learning Standard C- Contribute to the well-being of one's school and community.	
Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	Analyze the reasons for school and societal rules.	Analyze how decision-making skills improve study habits and academic performance.	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Evaluate one's participation in efforts to address an identified school need.	Evaluate one's participation in efforts to address an identified need in one's local community.
<ul style="list-style-type: none"> •Create a list of ways to work things out rather than retaliate when students feel wronged. •Students can journal about how their actions or choices have affected others. •Create groups to judge the seriousness of scenarios of unethical behaviors (cheating, lying, stealing, plagiarism, etc.) and compare outcomes or decisions. •Analyze how media advertising influences choices. 		<ul style="list-style-type: none"> •Create and model the use of a homework organizer or agenda. •Brainstorm a list of qualities that contribute to friendships...positive and negative. •Practice problem solving by answering advice column letters from other teenagers. •Analyze how the influence of peers have helped students reach their goals. •Role-play refusal skills for peer pressure. 		<ul style="list-style-type: none"> •Help students to create a service project within the school. •Create presentations on the role of community service workers in the community. •Define the responsibilities of citizenship within the community (obeying laws, serving on juries, being informed about issues, being involved). •Report on community issues being currently addressed. 	





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Analyze how thoughts and emotions affect decision making and responsible behavior.	Generate ways to develop more positive attitudes.	Set priorities in building on strengths and identifying areas for improvement.	Analyze how positive adult role models and support systems contribute to school and life success.	Identify strategies to make use of resources and overcome obstacles to achieve goals.	Apply strategies to overcome obstacles to goal achievement.
<ul style="list-style-type: none"> Practice time management skills with group projects, long term goals and events. Make predictions on how someone feels when apologizing to someone else. Role-play how to give/receive help or a compliment from a peer. Practice scenarios on how to deal appropriately with being wrongly accused of something. Develop a class list of stress management techniques to handle anxiety related to school tasks (public speaking, taking a test, etc.). 		<ul style="list-style-type: none"> Create student journals of personal strengths. Create a student project (poster, comic strip, story) to depict a situation when help was needed and where/how it was sought out. Analyze where students can go to help resist negative influences. Identify career and volunteer opportunities for students based on their interests. Guide students to understand situations they cannot change and how to devote energy to what they can control. 		<ul style="list-style-type: none"> Guide students to create actions steps and time frames toward achieving a goal. Analyze why scheduling conflicts might require changes to the time frame to achieving the goal. Reflect on how overcoming obstacles or not overcoming obstacles affected working on a current goal. Analyze on how unforeseen events can affect the planning and achievement of a long term goal. 	

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

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Analyze similarities and differences between one's own and others' perspectives.	Use conversation skills to understand others' feelings and perspectives.	Analyze the origins and negative effects of stereotyping and prejudice.	Demonstrate respect for individuals from different social and cultural groups.	Evaluate the effects of requesting support from and providing support to others.	Evaluate one's contribution in groups as a member and leader.	Analyze how listening and talking accurately help in resolving conflicts.	Analyze how conflict-resolution skills contribute to work within a group.
<ul style="list-style-type: none"> Discuss how the class can support others who are experiencing problems. Brainstorm different types of encouragement. Create an environment of mentorship between students. Compare ways to share and reciprocate feelings among students in classroom. Analyze a variety of situations to model empathy with others. 		<ul style="list-style-type: none"> Evaluate how actions of literary characters or historical figures have demonstrated human similarities and differences. Discuss the effectiveness of strategies for preventing or stopping bullying...what can be improved? Analyze how various social and cultural groups are portrayed in the media. Discuss what is a positive friend? 		<ul style="list-style-type: none"> Role-play responding non-defensively to criticism or accusation. Analyze how various relationships differ (peers, parents, teachers, other adults). Develop action steps within a group activity to achieve a group goal. Develop the criteria as group for evaluating the success in completing the steps and the goal. 		<ul style="list-style-type: none"> Evaluate the effectiveness of strategies for dealing with negative peer pressure (ignoring it, changing the subject, call attention to negative consequences). Incorporate a peer mediation protocol in class. Discuss conflict resolution skills to defuse, de-escalate, and/or resolve differences. Practice problem-solving simulations. 	

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

Learning Standard A- Consider ethical, safety, and societal factors in making decisions.		Learning Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Learning Standard C- Contribute to the well-being of one's school and community.	
Demonstrate personal responsibility in making ethical decisions.	Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	Apply decision-making skills to establish responsible social and work relationships.	Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.
<ul style="list-style-type: none"> Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions. Discuss how laws reflect social norms and affect our personal decision-making. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. Discuss how social norms influence behavior in settings (hospital, restaurant, sporting events). 		<ul style="list-style-type: none"> Model effective time management and organizations skills. Discuss and identify resources that help students succeed academically and socially. Review how ethical conduct might improve valued relationships. Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations. 		<ul style="list-style-type: none"> Identify and support a possible service project to do within the school. Guide students to identify service projects within the local community and where/who to contact to become involved to support the project. Create a "mock" debate or election modeling current issues or candidates to reflect current interest groups or organizations. 	





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Evaluate how expressing one’s emotions in different situations affects others.	Evaluate how expressing more positive attitudes influences others.	Implement a plan to build on a strength, meet a need, or address a challenge.	Evaluate how developing interests and filling useful roles support school and life success.	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.	Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.
<ul style="list-style-type: none"> • Create a project highlighting the communities assets and how it can affect the student’s choices. • Guide students on how to use upset feelings to ask for help rather than express anger. • Model the ability to express hurt without withdrawal, blame or aggression. • Analyze outcome differences in characters expressing fear in various situations (in the presence of a potential assailant, in the presence of a friend). • Discuss the impact of denial on mental health. 		<ul style="list-style-type: none"> • Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly. • Discuss decision-making based on what is legal rather than media images of success. • Assist students in developing relationships that support personal and career goals. • Journal how examples of the professional work or community service of an adult in the student’s life has contributed to an important life goal. • Coordinate activities to tutor younger students. 		<ul style="list-style-type: none"> • Mentor students to set long-term academic/ career goals with dates for completion and actions steps. • Predict possible barriers to achieving the goal and help design contingency plans for overcoming them. • Analyze how current decisions about health behaviors may affect long-term plans. • Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan. • Reflect on improving coping strategies. 	

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Demonstrate how to express understanding of those who hold different opinions.	Demonstrate ways to express empathy for others.	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.	Evaluate how advocacy for the rights of others contributes to the common good.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Plan, implement, and evaluate participation in a group project.	Evaluate the effects of using negotiation skills to reach win-win solutions.	Evaluate current conflict-resolution skills and plan how to improve them.
<ul style="list-style-type: none"> • Role-play effective communication strategies. • Debate opposing points of view on current issues. • Analyze the factors that have influenced the students perspective on an issue...why do they think the way they do? • Practice responding to ideas rather than the person stating them. 		<ul style="list-style-type: none"> • Allow students to analyze their perceptions of cultural variations based on their experiences. • Analyze how the media creates and reinforces societal expectations of various social and cultural groups. • Practice opposing intolerance and stereotyping (mock trials with students are being accused of non-conformist behaviors). 		<ul style="list-style-type: none"> • Role-play scenarios on giving and receiving help. • Discuss the effects of giving and receiving help. • Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas. • Model strategies for collaborating with peers and adults. 		<ul style="list-style-type: none"> • Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country). • Discuss strategies for dealing with sexual harassment and an abusive relationship. • Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war). 	

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Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one’s school and community.	
Apply ethical reasoning to evaluate societal practices.	Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.	Analyze how present decision making affects college and career choices.	Evaluate how responsible decision making affects interpersonal and group relationships.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.
<ul style="list-style-type: none"> • Create posters describing the value of resisting peer pressure that causes social or emotional harm to self or others. • Convene a student jury to review a current event/ scenario on a social topic or behavior. • Form groups of students to outline a service project within the community to show how it might make a positive impact on society. • Discuss ethical issues in social policy. 		<ul style="list-style-type: none"> • Journal how student’s social relationships have impact on their academic performance. • Discuss how the student’s interests, personality traits, and aptitudes affect career choices. • Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices. • Discuss class schedule choices with students and how it connects to their career choices. 		<ul style="list-style-type: none"> • Design a student created survey to identify school needs and prioritize the results. • Develop a project plan on the identified needs. • Conduct a research project on the school need of interest to the groups. • Work collaboratively with the community to raise awareness of the need within the school. • Communicate the results. 	

