

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 1: Students demonstrate knowledge and skills to understand and respect self/others.

GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
K	<ol style="list-style-type: none">1. I know school rules and directions.2. I know what feelings are.3. I know what a friend is.	<ol style="list-style-type: none">1. I can follow school rules and directions.2. I can name basic feelings.3. I can share with others.
1	<ol style="list-style-type: none">1. I know school rules and directions are important.2. I know there are many feelings.3. I know what it means to be a friend.	<ol style="list-style-type: none">1. I can follow school rules and directions.2. I can name different feelings in myself and others.3. I can act out/draw different feelings.4. I can invite others to join in.
2	<ol style="list-style-type: none">1. I know school rules and directions.2. I know there are a variety of feelings.3. I know what it means to make and keep a friend.	<ol style="list-style-type: none">1. I can follow school rules and directions.2. I can talk about what I am feeling.3. I can make and keep a friend.
3	<ol style="list-style-type: none">1. I know the skills needed to build good relationships.2. I know the positive characteristics to help me make good choices.	<ol style="list-style-type: none">1. I can list skills needed to build good relationships.2. I can describe positive characteristics.
4	<ol style="list-style-type: none">1. I know it is important to have respect for others' opinions and ideas.2. I know positive self-talk and communication of personal thoughts and feelings are important.	<ol style="list-style-type: none">1. I can listen respectfully to others' opinions and ideas.2. I can use positive self-talk.3. I can communicate personal thoughts and feelings to others.
5	<ol style="list-style-type: none">1. I know mutual respect and compromise are important in relationships.2. I know it is important to maintain a positive self-concept.	<ol style="list-style-type: none">1. I can model respect and compromise in relationships.2. I can demonstrate being a good listener.2. I can list personal characteristics that help to build a positive self-concept.
6	<ol style="list-style-type: none">1. I know I have qualities that I am good at and can use to build positive peer relationships.2. I know that being a good citizen is important for my community(s).3. I know the skills needed for team building.	<ol style="list-style-type: none">1. I can identify individual strengths and areas for personal growth.2. I can identify good citizenship.3. I can demonstrate skills needed to participate in team building.
7	<ol style="list-style-type: none">1. I know my strengths and personal challenges.2. I know having a positive self concept helps with my school, family, and peer relationships.3. I know it is important to be a good citizen and group member.	<ol style="list-style-type: none">1. I can demonstrate understanding my strengths and personal challenges and how they relate to a positive self-concept.2. I can identify and practice ways to be a contributing group member.3. I can define good citizenship.

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GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
8	<ol style="list-style-type: none">1. I know thoughts and feelings and how they relate to my self-concept.2. I know personal choices affect my school and community.3. I know it is important to develop and maintain healthy relationships.	<ol style="list-style-type: none">1. I can identify thoughts and feelings and how they relate to self-concept.2. I can recognize personal ways to contribute as a member of the school and community.3. I can describe aspects of a healthy relationship.
9	<ol style="list-style-type: none">1. I know it is important to maintain a positive self-concept.2. I know it is okay to be different from others.3. I know it is important to develop and maintain healthy relationships.	<ol style="list-style-type: none">1. I can explain how I am similar and different to my peers.2. I can accept individual differences.3. I can describe aspects of a healthy relationship.
10	<ol style="list-style-type: none">1. I know the skills necessary to exhibit and maintain a positive self-concept.2. I know differences should be accepted and respected by everyone.3. I know individuals can change at any time.	<ol style="list-style-type: none">1. I can implement skills necessary to exhibit and maintain a positive self-concept.2. I can describe discrimination and prejudice in the school and community.3. I can accept that I am different from others.
11	<ol style="list-style-type: none">1. I know the skills necessary to exhibit and maintain a positive self-concept.2. I know differences in individuals and groups make a healthy community.3. I know differences can create new ideas.	<ol style="list-style-type: none">1. I can practice and modify the skills necessary to exhibit and maintain a positive self-concept.2. I can exhibit respect for differences.3. I can show respect for new ideas.
12	<ol style="list-style-type: none">1. I know the skills necessary to exhibit and maintain a life-long positive self-concept.2. I know difference exist in a global community3. I know that each individual has a greater responsibility to the whole.	<ol style="list-style-type: none">1. I can utilize the skills necessary to exhibit and maintain a life-long positive self-concept.2. I can exhibit respect for all groups and individuals and recognize those differences make us a healthy global community.

Adapted from the ASCA National Model

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 2: Students identify and utilize processes to set and achieve goals, make responsible decisions, solve problems, and be safe.

GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
K	<ol style="list-style-type: none"> 1. I know to keep my body to myself. 2. I know to be safe at home and school. 	<ol style="list-style-type: none"> 1. I know to keep my body to myself. 2. I know to be safe at home and school.
1	<ol style="list-style-type: none"> 1. I know there are healthy ways to solve problems. 2. I know to keep myself safe at home and school. 	<ol style="list-style-type: none"> 1. I can name a healthy solution to help solve problems. 2. I can list safety rules.
2	<ol style="list-style-type: none"> 1. I know steps for solving problems and conflicts with others. 2. I know how to be safe in different situations. 	<ol style="list-style-type: none"> 1. I can demonstrate the ability to solve problems and conflicts with others. 2. I can be safe in different situations.
3	<ol style="list-style-type: none"> 1. I know the steps of problem solving and how to resolve conflicts with others. 2. I know situations can affect my personal safety. 3. I know coping skills help manage life changes or events. 	<ol style="list-style-type: none"> 1. I can apply problem solving steps and resolve conflicts with others. 2. I can name situations that affect my personal safety. 3. I can identify coping skills for managing life changes or events.
4	<ol style="list-style-type: none"> 1. I know problem-solving, decision-making, and refusal skills can help me in a variety of situations. 2. I know there are different types of violence and harassment. 3. I know coping skills help manage life changes or events. 4. I know will need to compromise in some situations. 	<ol style="list-style-type: none"> 1. I can apply problem-solving, decision-making, and refusal skills to help in a variety of situations. 2. I can use strategies to help prevent and stop violence and harassment. 3. I can identify coping skills for managing life changes or events. 4. I can practice skills to compromise in a variety of situations.
5	<ol style="list-style-type: none"> 1. I know it is helpful to use strategies to resolve problems and conflicts successfully. 2. I know my peers can influence problem-solving and decision making skills. 3. I know personal safety strategies can help prevent and stop violence and harassment. 4. I know various coping skills for managing life changes or events. 	<ol style="list-style-type: none"> 1. I can list and apply strategies to resolve problems and conflicts successfully. 2. I can recognize when my peers influence my problem-solving and decision making skills. 3. I can use more than one strategy to help prevent and stop violence and harassment. 4. I can use various coping skills for managing life changes or events.
6	<ol style="list-style-type: none"> 1. I know problem solving and decision making skills needed to make positive choices and resolve problems. 2. I know behaviors that compromise personal safety of self and others. 	<ol style="list-style-type: none"> 1. I can identify problem solving and decision making skills needed to make positive choices and resolve problems. 2. I can identify sets of behaviors that may compromise my personal safety and that of

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GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
	3. I know strategies to cope with life-changing events.	others. 3. I can review and revise strategies to cope with life changing events. 4. I can name people who can help.
7	1. I know strategies needed to make safe, healthy decisions. 2. I know coping skills to manage life-changing events.	1. I can list strategies to be safe and make healthy decisions. 2. I can apply coping skills to manage life changing events.
8	1. I know peers influence risk-taking behaviors. 2. I know strategies related to personal safety. 3. I know coping skills to manage life-changing events.	1. I can recognize peer influence on risk-taking behaviors. 2. I can apply strategies to be personally safe. 3. I can evaluate and adjust coping skills needed to manage life changing events.
9	1. I know it is okay to ask for help. 2. I know safety issues are changing as I move toward adulthood. 3. I know problem-solving, decision-making, and refusal skills are needed to make safe and healthy life choices.	1. I can ask for help. 2. I can recognize that safety issues are changing as I move toward adulthood. 3. I can problem-solving, make decisions, and use refusal skills are needed to make safe and healthy life choices.
10	1. I know choices I make have positive, negative, and unintended consequences. 2. I know long-term goals involve many steps. 3. I know decision-making skills are important for risk-taking behavior.	1. I can recognize positive, negative, and unintended consequences. 2. I can list the necessary steps for making long-term goals. 3. I can utilize decision-making skills to evaluate risk-taking behavior(s).
11	1. I know anticipating consequences informs my decision. 2. I know my choices affect others. 3. I know personal decisions impact safety and health of self and others.	1. I can anticipate consequences before making decisions and describe that process. 2. I can recognize that my choices may affect others. 3. I can see my decisions have an impact on the safety and well-being of self and others.
12	1. I know goals and plans can be assessed and redesigned. 2. I know there are mentors who are available to help me reassess my plans and goals. 3. I know decision-making skills are important to make safe and healthy life choices.	1. I can assess and redesign my goals and plans. 2. I can seek out the person(s) who can help me reassess my plans and goals if needed. 3. I can be flexible and utilize my decision-making skills to adjust to different life experiences.

Adapted from the ASCA National Model

PERSONAL/SOCIAL/EMOTIONAL DEVELOPMENT DOMAIN

STANDARD 3: Students analyze unique needs of a diverse community and demonstrate knowledge and skills to be contributing members of our global society.

GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
K	<ol style="list-style-type: none"> 1. I know there are similarities and differences between myself and others. 2. I know there are different roles in my family. 	<ol style="list-style-type: none"> 1. I can name similarities and differences between myself and others. 2. I can play with others. 3. I can name my role in my family.
1	<ol style="list-style-type: none"> 1. I can name similarities and differences between myself and others. 2. I can play with others. 3. I can name my role in my family." 	<ol style="list-style-type: none"> 1. I can name the similarities and differences between myself and others. 2. I can name different roles within the school.
2	<ol style="list-style-type: none"> 1. I know there are similarities and differences among families and their cultures and traditions. 2. I know there are different roles in the community. 3. I know there are life changes or events that affect me and others. 	<ol style="list-style-type: none"> 1. I can recognize similarities and differences among families and their cultures and traditions. 2. I can name different roles within the community. 3. I can discuss that life changes or events may affect me or others.
3	<ol style="list-style-type: none"> 1. I know there are roles at home and at school and each has responsibilities. 2. I know there are differences between my culture/traditions and those of others. 3. I know personal characteristics contribute to a positive classroom. 	<ol style="list-style-type: none"> 1. I can name the responsibilities for the roles at home and at school. 2. I can identify the differences between my culture/traditions and others. 3. I can name personal characteristics that contribute to a positive classroom.
4	<ol style="list-style-type: none"> 1. I know it is important to recognize and respect diverse groups within the school and community. 2. I know there are personal roles and responsibilities as a school and community member. 3. I know personal characteristics influence the school environment. 	<ol style="list-style-type: none"> 1. I can list diverse groups within the school and community. 2. I can show tolerance towards diverse groups within the school and community. 3. I can name personal roles and responsibilities as a school and community member. 4. I can name personal characteristics that influence to a positive school environment.
5	<ol style="list-style-type: none"> 1. I know I need to respect diverse individuals and groups in all aspects of life. 2. I know strategies for balancing family, school, and community roles. 3. I know personal characteristics influence to a school community. 	<ol style="list-style-type: none"> 1. I can show respect for individuals within diverse groups in all aspects of life. 2. I can balance family, school, and community roles. 3. I can apply my personal characteristics to influence to a positive school community.

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GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
6	<ol style="list-style-type: none"> 1. I know to different strategies for balancing family, school, and community roles. 2. I know interpersonal skills influence to community dynamics. 3. I know strategies to promote acceptance and respect in the school and community. 	<ol style="list-style-type: none"> 1. I can identify and develop personal planning strategies to manage individual, family, and school responsibilities. 2. I can identify interpersonal skills needed to maintain quality relationships. 3. I can identify and develop strategies to promote acceptance and respect in the school and community.
7	<ol style="list-style-type: none"> 1. I know life situations require different personal planning strategies for balancing family, school, and community roles. 2. I know effective and ineffective interpersonal skills. 3. I know it is important to have acceptance and respect for individual differences. 	<ol style="list-style-type: none"> 1. I can apply personal planning strategies to balance individual, family, and school responsibilities. 2. I can practice effective interpersonal skills in a variety of social situations. 3. I can promote acceptance and respect for individual differences.
8	<ol style="list-style-type: none"> 1. I know everyone must balance their own roles and personal planning strategies together for family, school, and community roles. 2. I know how interpersonal skills can affect relationships. 3. I know acceptance and respect of others within the global community. 	<ol style="list-style-type: none"> 1. I can recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated. 2. I can self-assess interpersonal skills that will help maintain quality relationships. 3. I can apply strategies that promote acceptance and respect of others within the global community.
9	<ol style="list-style-type: none"> 1. I know high school has different grade levels that contribute to my school's identity. 2. I know high school has different activities and groups that contribute to my school's identity. 3. I know there are diverse cultural identities and world views within the school and community. 	<ol style="list-style-type: none"> 1. I can name different school groups. 2. I can explore cultural identity and world views within the school and community.
10	<ol style="list-style-type: none"> 1. I know groups exist that relate to my interests. 2. I know there are formal and informal groups. 3. I know there are diverse cultural identities and world views within the global community. 	<ol style="list-style-type: none"> 1. I can find groups that relate to my interests. 2. I can tell you the difference between formal and informal groups. 3. I can promote acceptance and respect for cultural differences within the global community.

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GRADE	STUDENTS WILL KNOW:	STUDENTS WILL BE ABLE TO DO:
11	<ol style="list-style-type: none">1. I know school groups connect or mirror community groups.2. I know I contribute to groups in the community.3. I know it is important to respect different cultures and points of view.	<ol style="list-style-type: none">1. I can seek out different school and community groups.2. I can exhibit respect for different cultures and points of view.
12	<ol style="list-style-type: none">1. I know my membership in groups and communities may change over time.2. I know respect for individuals and groups is important for a healthy global community.	<ol style="list-style-type: none">1. I can contribute to the community in which I live.2. I can advocate respect for individuals and groups in my global community.

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