SOCIAL EMOTIONAL LEARNING

STANDARDS, BENCHMARKS, AND INDICATORS

Background

This document was created by the Social Emotional Learning Indicators Workgroup through a process that utilized a thorough literature review along with a detailed scan of other states and a Canadian province that have developed SEL standards. The literature review is contained in three bibliographies and the national scan detailed the work in 11 states and one province. These studies were prepared by the American Institutes for Research under contract with OSPI. The bibliographies focused on an overarching evidence basis for SEL, literature that aligned with the standards and benchmarks that were developed in 2016 by the Washington Social Emotional Learning Benchmarks Workgroup, along with a list of references specific to the creation of the indicators in this document. These bibliographies and the scan are contained in the 2019 report to the legislature from the Social Emotional Learning Indicators Workgroup and are a part of the Washington state SEL resource package.

The purpose of this document is to provide a scaffolded framework identifying observable developmental benchmarks/indicators. Educators benefit from clear definitions of skills and dispositions articulating how learners develop.

Purpose of This Document

The primary purpose of this document is to help teachers answer the question, "How do I know what to look for when describing social emotional development for my students?"

Educators can use this document to reference developmentally appropriate examples of student social emotional learning (SEL) corresponding to specific standards and benchmarks, and therefore inform their instruction to aid student development.

School and district administrators will find value in this document as they support the instructional efforts of their staff and develop systems that imbed and support SEL within and across school buildings.

Families and communities can be empowered to partner in their children's school-based social emotional development and also be supported in their SEL at home by understanding the SEL Standards, Benchmarks, and Indicators (SBIs) that pertain to their child.

Students are empowered and encouraged to use their own voice to the greatest extent possible in taking charge of their own social emotional development, as it relates to their own personal learning and development of goals and strategies.

These SBIs are developed in conjunction with the **Washington SEL Implementation Guide**, based on the four principles that grounded the creation of this work: **equity, universal design, cultural responsiveness, and trauma-informed approaches.**

The intentions for understanding and using this document are as follows:

- **Student development is not linear.** Although the examples of student SEL presented in this document are organized by grade-level bands, social emotional development varies among individual students depending on context, culture, prior

experiences, and other factors. The indicators are arranged in developmental progressions to offer insight into how adults can intentionally support students as they build their social emotional competencies over time.

- The **terms** that are used across the SEL framework, including the indicators, are defined in the glossary of the WA SEL Implementation Guide.

- SEL SBIs articulate social emotional learning and development in practical, tangible ways that can be observed and supported intentionally.

- SEL SBIs **are not** intended for use in formally assessing or labeling students.

Although this document lays out a blueprint for student social emotional development, it does not offer teaching strategies to aid students in their development. Educators are encouraged to explore further resources and curricula that give specific guidance on how to target specific SEL goals through direct instruction, imbed SEL into academic content, implement general teaching practices that are proven to support SEL in conjunction with academic learning, and, when applicable, apply evidence-based SEL programming.*

Washington State defines SEL as the process through which people acquire the necessary social emotional skills for life success. Washington State has defined six standards and 17 benchmarks for SEL. See the Washington State's Social Emotional Learning Standards and Benchmarks in Figure 1 below.

See the Washington SEL Implementation Guide, which directly supports SEL in schools.

Figure 1. Washington State's Social Emotional Learning Standards and Benchmarks

Self	Social
STANDARD 1 - SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.	**SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.**
BENCHMARK 1A -Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. BENCHMARK 1B - Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. BENCHMARK 1C - Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.	BENCHMARK 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. BENCHMARK 4B - Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. BENCHMARK 4C - Demonstrates an understanding of the variation within and across cultures.

STANDARD 2 - SELF-MANAGEMENT – Individual has the ability to regulate emotions, thoughts, and behaviors	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. BENCHMARK 2B - Demonstrates responsible decision-making and problem-solving skills.	BENCHMARK 5A - Demonstrates a range of communication and social skills to interact effectively with others. BENCHMARK 5B - Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
STANDARD 3 - SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable.	STANDARD 6 - SOCIAL ENGAGEMENT – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.
BENCHMARK 3A - Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. BENCHMARK 3B --Demonstrates problem-solving skills to engage responsibly in a variety of situations. BENCHMARK 3C - Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.	BENCHMARK 6A - Demonstrates a sense of school and community responsibility. BENCHMARK 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. BENCHMARK 6C - Contributes productively to one's school, workplace, and community.

Purpose of the Social Emotional Learning Standards, Benchmarks, and Indicators

Social emotional learning (SEL) happens over the course of a day, a lifetime, and in every setting in which students and adults spend their time. All settings (home, school, and community) can provide conditions that support each person's social emotional development. Effectively supporting social emotional development in schools requires collaboration among families and communities. It also involves building adult capacity to support a school climate and culture that recognizes, respects, and supports differences in abilities, experiences, and ethnic and cultural differences, and celebrates diversity.

The purpose of the SEL Standards, Benchmarks, and Indicators (SBIs) is to provide a framework identifying observable developmental milestones for students, recognizing that educators benefit from clear definitions of skills and dispositions articulating how learners develop. The indicators were developed to provide developmental examples of these skills and dispositions. The WA SEL Implementation Guide helps establish a roadmap for schools across the state to develop a comprehensive and school- or community-specific plan to improve social emotional competencies for all the students they serve. The guiding principles (equity, cultural responsiveness, universal design, and trauma-informed practices) that are articulated in the WA SEL Implementation Guide support the development of the SBIs.

Understanding Behaviors

Adult–student relationships are critical to student learning, and it is important that educators understand there is cultural variation in child–adult relationships. For example, a student challenging an adult could be interpreted as being disrespectful. However, for some students, it may be part of a developmental process through which they are evolving their own voice. Likewise, a student who is quiet and does not respond when an adult attempts to engage them may not be defying authority but responding in a way that feels safe for them. These variations require educators to draw on students' strengths and to view students developmentally, not judgmentally. The SBIs should not be used to identify deficits.

Understanding Bias

Research clearly shows that whether a teacher "believes in" their student affects how well that student does in school, regardless of the student's abilities. Educators should be aware that teachers' expectations can be influenced by their own implicit biases. Implicit biases are defined as attitudes or stereotypes that are activated unconsciously and involuntarily (see the definition for implicit bias in the glossary of the WA SEL Implementation Guide). We all have implicit biases. Punitive discipline, for example, may be the result of some of these biases. Once people are made aware of these biases, they can be successfully mitigated and interrupted (Flannery, 2015). In applying the following SBIs, educators must put their own SEL into practice to sharpen their skills, starting with self-awareness, which can shift attitudes and provide a platform of objectivity when working with their students.

The Four Principles

All of the work contained in Washington's SEL framework for the Implementation Guide is informed by the principles of developmental appropriateness, cultural responsiveness, universal design, and trauma-informed approaches. The framework is meant to be adaptable and relevant to a variety of cultures. All students come to school with different needs, and curricula and instruction should be applied with an equity lens. This does not mean that everyone gets the same, but rather that students get what they need based on their differing abilities. For example, students who have experienced trauma and adversity may need the protection of safe relationships and spaces at school. More information about these principles can be found in the WA SEL Implementation Guide.

Structure of the Indicators

In Washington State's grade band structure, early elementary is defined as kindergarten through Grade 3, late elementary is defined as Grades 4 and 5, middle school is defined as Grades 6–8, and high school/adult is defined as Grade 9 and above. The indicators span a grade band continuum that can vary based on a wide range of conditions. A double-headed arrow on each of the benchmarks reminds us that circumstances can significantly affect development, and that students do not follow a linear path. Educators need to differentiate supports and modifications accordingly. Observing a learner's behavior in relation to the indicators can lead to constructive conversations and collaboration among educators, students, and their families.

The SBIs are intended to provide a starting point for districts and will need to be adapted based on local context, rather than adopted exactly as written. They are designed to assist all children by helping adults in the important work of promoting good social emotional awareness and skill acquisition.

Using the Indicators

The SBIs are intended to help educators develop an understanding of what to look for—i.e., those behaviors that indicate a specific level of competency. They provide examples of observable behaviors across developmental levels to guide educators' decisions about which learning opportunities are critical, relevant, and appropriate for use with their students. They are designed to be used by teachers as they plan opportunities for students to learn, practice, and demonstrate understanding of their emotions and behaviors. SEL is not a one-size-fits-all program to implement in a school or classroom; it should be adapted to meet the needs of individual students as they develop their social emotional competencies. The indicators also are not to be used to assess deficits. Instead, students, educators, and families should use the SBIs and their examples of developmental behaviors to establish realistic SEL goals.

Environmental and Instructional Conditions for Learning

Environmental and instructional conditions for learning are defined for each benchmark, based on the four principles. These conditions for learning are essential to build social emotional competencies. Environmental and instructional conditions for learning create a learning environment that systemically provides a foundation for achievement by encouraging SEL. The conditions intertwine SEL and academic instruction, using students' natural learning abilities to the fullest extent possible.

When applying these conditions to SEL, it is important to realize that adaptability includes taking into account differing abilities, culture, health, motivation, personalities, ages, sense of safety, and academic relevance. Every brain is wired differently for both academic and social emotional learning, so adaptability is key.

The environmental conditions build upon the premise that a positive emotional environment strengthens learning. Scottish (1996) argues that "our ability to think and to learn effectively is closely linked to our physical and emotional wellbeing," while Brandt (1998) notes that "motivation to learn is influenced by the individual's emotional states." Learning is influenced by the environment, and instruction is best delivered within a supportive social emotional frame.

The instructional conditions focus on making what students learn meaningful and challenging; making the social emotional content developmentally appropriate; and ensuring that students can learn in their own way, have choices and feel in control, are able to use what they already know as they construct new knowledge, have opportunities for positive social interaction with both peers and adults, receive helpful feedback, acquire and use strategies, and experience an emotionally safe climate (Brandt, 1998).

Standards, Benchmarks, and Indicators

STANDARD 1	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.
BENCHMARK 1A	Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum or content, and opportunities to practice understanding their own emotions.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts.	I can explain the different intensities of my emotions and feelings.	I can use self-reflection to determine if my emotions and feelings are proportional to the situation.	I can analyze how and why an emotion can trigger behaviors in different contexts.
With adult assistance, I can recognize how different emotions, feelings, and thoughts feel in my body.	I can identify and describe physical symptoms and thoughts related to my emotions and feelings (e.g., hot, shoulders tight).	I can identify emotions and feelings that contribute to or detract from my ability to solve problems.	I can evaluate the impact that focusing intensely on my emotions has on me.
With adult assistance, I can verbally express my emotions or feelings.	I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.	I can examine possible outcomes associated with different ways of communicating emotions and feelings.	I can demonstrate the ability to analyze the effectiveness of actions I take to deal with my emotions and feelings.
With adult assistance, I can describe the difference between a fixed and a growth mindset.	I can take a moment to reflect on whether or not I am using a fixed or growth mindset in my interactions with others.	I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life.	I can demonstrate the ability to analyze, critically think about, and understand the attitudes I hold that contribute to my development of a fixed or growth mindset while dealing with challenges or meeting goals.

STANDARD 1	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, and areas for growth, and potential external resources and supports.		
BENCHMARK 1B	Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.		
Environmental and Instructional Condition for Learning			
Provide students with nurturing settings, curriculum or content, and opportunities to practice different ways of understanding personal strengths, areas for growth, culture, linguistic assets, and aspirations.			
Indicators			

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify my interests.	I can identify how I use my personal interests and my unique voice to engage with people in my school and community (when supported by adults).	I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve.	I can identify the SEL skills and assets required to enter specific adult roles such as romantic partner, worker, or leader, and assess strength and growth opportunities necessary to prepare accordingly.
With adult assistance, I can identify what strengths are, and my own strengths.	I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).	I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets) and identify how they influence aspirations.	I can demonstrate a clear understanding of personal strengths and assets to support achievement of personal goals and aspirations.
With adult assistance, I can identify the importance to me of being a member of my cultural group(s).	I can identify how I feel or what I think about the values, assets, and beliefs of my culture(s).	I can recognize my own perspectives, values, and assets, as well as understanding the values that are part of my own culture and the benefits these values bring to my community.	I can identify how my perspective affects interactions with others, especially those who are from different cultures and live with different experiences.

STANDARD 1	SELF-AWARENESS – Individuals have the ability to identify their emotions, personal assets, and areas for growth, and potential external resources and supports.
BENCHMARK 1C	Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum or content, and opportunities to better understand ways that family, school, and community are resources.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can set my own goals.	I can reflect on feedback from others and find personal satisfaction in meeting my goals.	I can reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting my goals.	I can evaluate and revise prior understandings, seek connections to my cultural stories, or formulate questions of interest while considering strategies within and beyond the current context.
With adult assistance, I can identify a safe adult I see as a resource or support outside of my family.	I can identify attributes of safe peers at school or in the community and how these attributes contribute to choosing a peer as a resource or support.	I can identify safe and constructive school and community resources to help meet my needs.	I can demonstrate awareness of resources, know where to go, and with whom to connect.
With adult assistance, I can identify reasons why I may need to seek help from others.	I can identify situations in which I might need to seek adult/peer help, including in emergencies.	I can demonstrate the ability to reach out and access the right level of assistance to match my needs.	I can assess the effectiveness of different forms of assistance in relation to personal boundaries, assets, and needs.

STANDARD 2	SELF-MANAGEMENT – Individuals have the ability to regulate emotions, thoughts, and behaviors.
BENCHMARK 2A	Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice expressing their emotions and thoughts, and controling impulses.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I understand that my actions have consequences.	I can identify positive and negative consequences of actions and pause before acting.	I can stop and think about consequences before acting, even when strong feelings and emotions are triggered.	I can stop and think about potential consequences when strong feelings and emotions are triggered and allow those thoughts to guide responses appropriately.
With adult assistance, I can identify strategies to help me be in control of myself and ask for additional assistance as needed.	I can select and practice specific self-management skills to maintain self-control.	I can demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.	I can gauge the feelings and emotions of others and adapt my behavior by using multiple strategies to deal with my feelings and emotions.
With adult assistance, I can demonstrate understanding about classroom expectations and procedures and the reasons for them.	I can identify how schoolwide expectations and responsibilities promote a safe and productive environment.	I can demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior.	I can demonstrate my ability to analyze and adjust my role in affirming or challenging school and community rules and expectations.

STANDARD 2	SELF-MANAGEMENT – Individuals have the ability to regulate emotions, thoughts, and behaviors.
BENCHMARK 2B	Demonstrates responsible decision-making and problem-solving skills.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their decision-making and problem-solving skills.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can follow routines and identify ideas to solve problems.	I can demonstrate responsible decision making and problem solving.	I can demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.	I can demonstrate problem-solving and decision-making skills that use multiple viewpoints.
With adult assistance, I can identify possible solutions and identify the pros and cons of each solution.	I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.	I can evaluate solutions in relation to resources, situations, and personal values.	I can identify and analyze challenges, consider external perspectives (e.g., gender, culture), employ cultural storytelling to understand context, and determine potential solutions.

STANDARD 3	SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum and/or content, and opportunities to practice goal setting, adatping strategies to meet goals, and evaluating outcomes and processes.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify steps to achieve a personal goal or complete a routine task.	I can learn in the midst of challenges, create a goal, and track progress toward achievement of that goal.	I can find applicable resources and identify how goals can help me learn and create outcomes that match my values.	I can demonstrate an understanding of learning barriers, identify components of goal setting, and use strategies and adaptations that are compatible with my personal and social values.
With adult assistance, I can identify something I have accomplished with practice and effort.	I can identify an accomplishment and reflect on the steps I took to get there.	I can identify and plan steps, and garner the resources needed to accomplish a task.	I can evaluate steps taken to accomplish a task and identify areas for growth in order to achieve further success.
With adult assistance, I understand how my attitude affects goal achievement.	I can evaluate how my attitude affects goal achievement.	I can learn and apply strategies that will help me achieve my goals.	I can develop a variety of strategies to meet goals, taking into account cultural values and traditions, and assessing how my attitude negatively or positively affects meeting my goals.
With adult assistance, I can identify personal goals, school goals, and family goals.	I can identify and plan how to meet personal, school, and family goals in a variety of ways.	I can prioritize goals by importance, necessity, and relevance for growth and development.	I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths.

STANDARD 3	SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.
BENCHMARK 3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum and/or content, and opportunities to practice problem solving skills in a variety of situations.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can acknowledge there are consequences for my choices and behavior.	I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.	I can explain my personal responsibility for outcomes that arise from my behavior.	I can analyze the short- and long-term outcomes of all behaviors and evaluate how responsible decision making improves outcomes.
With adult assistance, I can act responsibly while interacting with others who may come from a different background or culture.	I can demonstrate responsible behavior when using other's belongings—e.g., asking permission to use others' belongings, taking care of others' belongings.	I can identify how taking personal responsibility and developing cultural humility can help me become a better friend, family member, and community member.	I can identify and evaluate problems in my community, embrace the discomfort, frame a growth mindset, use cultural assets, and identify how our actions led to success or failure.
With adult assistance, I can understand I have the ability to solve problems.	I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.	I can use a range of culturally responsive strategies and resources to solve problems, increase learning potential, and reflect on past strategies.	I can regularly apply problem-solving tools and understand cultural variables and strategies and can identify the strengths I have that apply to solving problems.

STANDARD 3	SELF-EFFICACY – Individuals have the ability to motivate themselves, persevere, and see themselves as capable.
BENCHMARK 3C	Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

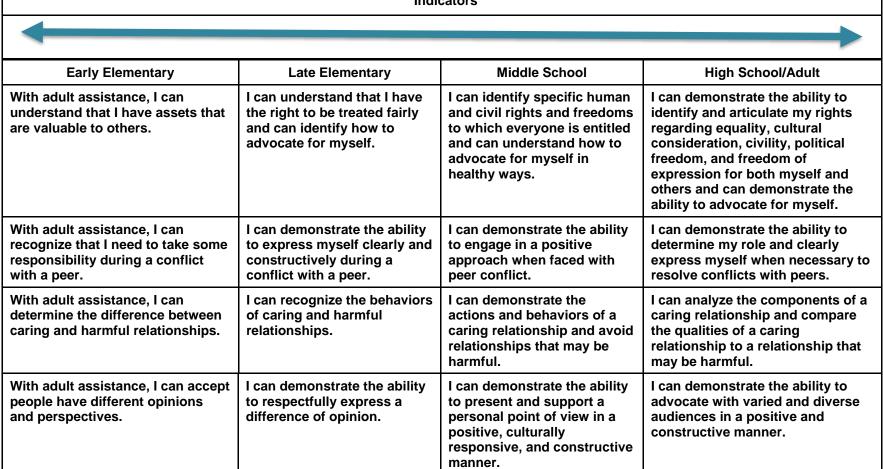| Environmental and Instructional Condition for Learning |
|---|
| Provide students with settings, curriculum or content, and opportunities to practice self advocacy when faced with a personal rights challenge. |

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can understand that I have assets that are valuable to others.	I can understand that I have the right to be treated fairly and can identify how to advocate for myself.	I can identify specific human and civil rights and freedoms to which everyone is entitled and can understand how to advocate for myself in healthy ways.	I can demonstrate the ability to identify and articulate my rights regarding equality, cultural consideration, civility, political freedom, and freedom of expression for both myself and others and can demonstrate the ability to advocate for myself.
With adult assistance, I can recognize that I need to take some responsibility during a conflict with a peer.	I can demonstrate the ability to express myself clearly and constructively during a conflict with a peer.	I can demonstrate the ability to engage in a positive approach when faced with peer conflict.	I can demonstrate the ability to determine my role and clearly express myself when necessary to resolve conflicts with peers.
With adult assistance, I can determine the difference between caring and harmful relationships.	I can recognize the behaviors of caring and harmful relationships.	I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful.	I can analyze the components of a caring relationship and compare the qualities of a caring relationship to a relationship that may be harmful.
With adult assistance, I can accept people have different opinions and perspectives.	I can demonstrate the ability to respectfully express a difference of opinion.	I can demonstrate the ability to present and support a personal point of view in a positive, culturally responsive, and constructive manner.	I can demonstrate the ability to advocate with varied and diverse audiences in a positive and constructive manner.

STANDARD 4	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 4A	Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

Environmental and Instructional Condition for Learning

Provide students with settings, curriculum or content, and opportunities to practice engaging with other children, youth, and/or adults to develop awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify emotions and perspectives expressed by others.	I can identify verbal, physical, and situational cues that affect how others may feel.	I can differentiate between the factual and emotional content of what a person communicates.	I can reflect on the emotional impact people have on each other and demonstrate my ability to adapt my responses accordingly.
With adult assistance, I can recognize that people can have different feelings when faced with the same situations.	I can identify how individual backgrounds and experiences can result in varied responses to situations.	I can identify the possible reasons for peer responses to situations and can practice perspective taking.	I can evaluate how my response to a situation might affect others and can make adaptations that are influenced by understanding the cultural stories and backgrounds of others.

STANDARD 4	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 4B	Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

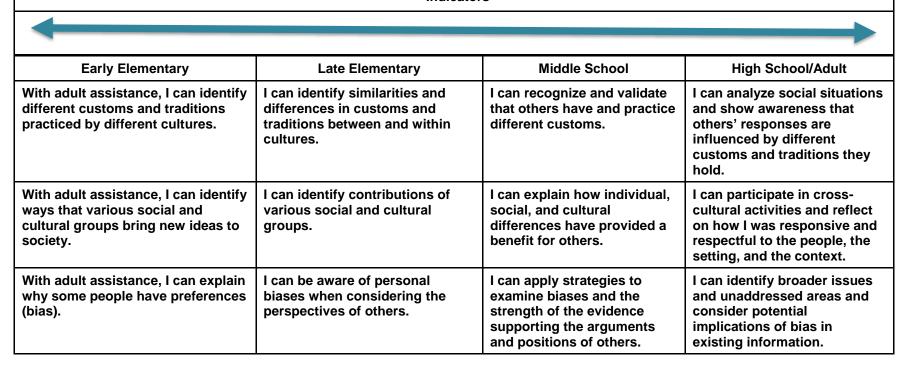| Environmental and Instructional Condition for Learning |
|---|
| Provide students with nurturing settings, curriculum and/or content, and opportunities to practice being aware of and and demonstrating sensitivity to similarities and differences with others. |

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify ways that people and groups are similar and different.	I can identify how backgrounds can be similar and different and can demonstrate acceptance of differing social beliefs and perspectives.	I can practice and adapt clear strategies for accepting, respecting, and supporting similarities and differences between myself and others.	I can identify how perspectives and biases affect interactions with others and how advocacy for the rights of others contributes to the common good.
With adult assistance, I can recognize the value of cultural diversity in the classroom.	I can identify similarities, differences, and perspectives among various social and cultural groups.	I can explore ways to use culturally specific practices to enrich my own understanding of the world—e.g., language, greetings, ways of engaging.	I can demonstrate personal reflection about the value of cultural diversity and humility and explain the differences that may exist within the same cultural group.
With adult assistance, I can identify different types of verbal and non-verbal communication.	I can identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.	I can identify how communication and cultural variables can influence understanding or misunderstanding.	I can evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.

STANDARD 4	SOCIAL AWARENESS – Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 4C	Demonstrates an understanding of the variation within and across cultures.

Environmental and Instructional Condition for Learning
Provide students opportunities to interact with and learn about different cultures, and to understand the concept of "social norm."

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify different customs and traditions practiced by different cultures.	I can identify similarities and differences in customs and traditions between and within cultures.	I can recognize and validate that others have and practice different customs.	I can analyze social situations and show awareness that others' responses are influenced by different customs and traditions they hold.
With adult assistance, I can identify ways that various social and cultural groups bring new ideas to society.	I can identify contributions of various social and cultural groups.	I can explain how individual, social, and cultural differences have provided a benefit for others.	I can participate in cross-cultural activities and reflect on how I was responsive and respectful to the people, the setting, and the context.
With adult assistance, I can explain why some people have preferences (bias).	I can be aware of personal biases when considering the perspectives of others.	I can apply strategies to examine biases and the strength of the evidence supporting the arguments and positions of others.	I can identify broader issues and unaddressed areas and consider potential implications of bias in existing information.

STANDARD 5	SOCIAL MANAGEMENT – Individuals have the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum and/or content, and opportunities to practice varying ranges of communication and social skills for interacting effectively with others.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can demonstrate attentive listening skills.	I can use active listening skills such as intentional focus and paraphrasing to improve communication.	I can practice active and reflective listening skills to better understand linguistic styles, as well as the thoughts and ideas of others.	I can reflect on and adjust my communication style with others, practice cultural humility, and constructively respond to feedback from others about improving my communication with them.
With adult assistance, I can demonstrate the ability to wait, take turns, and share with others.	I can perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter).	I can identify the characteristics of equity and demonstrate respectful behavior and consideration of others.	I can use cooperative strategies for collaborating with peers, adults, and others in the community (e.g., acknowledge opinions, compromise, contribute, encourage, listen, and reach consensus) to move group efforts forward with awareness of the needs of everyone.

STANDARD 5	SOCIAL MANAGEMENT – Individuals have the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their ability to identify and take constructive steps to resolve interpersonal conflicts.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify situations in which I need a trusted adult to help resolve a conflict.	I can actively seek help from peers or adults when I need support to resolve conflicts.	I can identify and seek out resources and positive supports that enhance my ability to resolve conflicts.	I can apply specific conflict-resolution skills and seek out problem-solving resources (e.g., trusted adults and peer mediators).
With adult assistance, I can respond to cues to manage my feelings and emotions during challenging interactions with others.	I can promote peaceful interactions with peers, and actively listen to the points of view of others.	I can take the initiative to repair interactions that have not gone well and demonstrate the capacity for active listening to resolve conflicts with a strength-based approach.	I can practice solving problems in a peaceful way, but when peaceful solutions don't happen, I can analyze and understand my role and take initiative for reparation.
With adult assistance, I can solve an interpersonal conflict with prompting and support.	I can identify ways to solve a conflict and practice conflict resolution (e.g., listening, discussing solutions, making amends).	I can listen and respond calmly and constructively while resolving a conflict.	I can apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences.

STANDARD 5	SOCIAL MANAGEMENT – Individuals have the ability to make safe and respectful choices about personal behavior and social interactions.
BENCHMARK 5C	Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.

Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice engaging in respectful and healthy relationships with individuals with diverse backgrounds and perspectives.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify positive qualities in a friend.	I can explain the concept of peer pressure and how it might influence my actions and others' interactions with me.	I can distinguish between a healthy relationship and a risky relationship and identify strategies for resisting negative peer pressure.	I can apply strategies for setting and keeping healthy boundaries in relationships with peers and adults.
With adult assistance, I can practice positive interactions with people from similar and different backgrounds.	I can identify the value of having relationships with people whose backgrounds and identities are different than my own.	I can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own.	I can establish and maintain relationships with people whose backgrounds and identities vary from my own while recognizing the impact of privilege and oppression.
With adult assistance, I can name ways I can be a good friend.	I can demonstrate the ability to choose constructive friendships.	I can engage in positive activities with peers and demonstrate the ability to nurture constructive friendships.	I can practice strategies for engaging and maintaining constructive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).

STANDARD 6	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
BENCHMARK 6A	Demonstrates a sense of school and community responsibility.

Environmental and Instructional Condition for Learning
Provide students with instruction in, practice with, and feedback on effective group interaction skills and strategies for individual and group advocacy.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can describe how my behavior influences school and community functioning.	I can identify the aspects of school and community that are within my control.	I can generate ideas that will enhance or improve how the school and community operation and function.	I can engage in ways to improve school operation and/or community function by engaging and actively pursuing the voices and ideas of peers and adults.
With adult assistance, I can describe how everyone has unique strengths that contribute to their feeling of belonging.	I can identify the existence of bias and stereotyping and relate to people as individuals, rather than representatives of social and cultural groups.	I can identify strategies that moderate social bias, vulnerability, and marginalization within the school and community.	I can use strategies based on mutual cooperation and respect to resist the social pressures that may result in marginalization and bias within my school and community.
With adult assistance, I can demonstrate an understanding that everyone's ideas and perspectives matter in the operation of a classroom.	I can engage with other students in opportunities to influence how the classroom and school functions.	I can contribute to solutions that include diverse and inclusive ideas for school operation.	I can analyze school operations from diverse perspectives and take leadership opportunities to contribute to our school/community.

STANDARD 6	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and a desire to contribute to the well-being of the school and community.
BENCHMARK 6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

Environmental and Instructional Condition for Learning
Provide students with instruction in, practice with, and feedback on valuing cultural diversity, as well as utilizing individual and group differences to enhance collective goals.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can engage in activities with peers from different cultures in a way that shows I respect them.	I can demonstrate appreciation for differences and practice inclusiveness in group interactions.	I can explore how backgrounds (e.g., race, ethnicity, home life) are similar and different, and how those similarities and differences can influence group dynamics and working together.	I can evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good and recognize how bias can affect group dynamics.
With adult assistance, I can identify how members of a diverse community rely on each other.	I can understand the importance of contributions from different cultures and how that differs from individual contributions.	I can recognize the benefits of sharing resources and responsibilities and take pride in having a positive effect on others, while maintaining self-awareness of the potential effects of my behavior.	I can promote equitable distribution of community resources and discern approaches, gauge dynamics, and act from an understanding of my role in group activities and interactions.
With adult assistance, I can positively and respectfully interact in peer and group activities and interactions.	I can identify issues and name resources to promote group effectiveness and interaction.	I can participate in a group activity with a variety of social groups both in and out of school.	I can evaluate personal contributions to group effectiveness and adjust my behavior accordingly.

STANDARD 6	SOCIAL ENGAGEMENT – Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.
BENCHMARK 6C	Contributes productively to one's school, workplace, and community.

Environmental and Instructional Condition for Learning
Provide students with nurturing settings that encourage their voice and ownership in the function of home, school, workplace, and/or community.

Indicators

Early Elementary	Late Elementary	Middle School	High School/Adult
With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom—e.g., following established rules, taking turns, being mindful of others.	I can identify and perform tasks that contribute to the operation of my school and local community.	I can evaluate my participation in addressing the identified needs and enhancements of my school and local community—e.g., student council, safety patrol, special interest clubs.	I can work cooperatively with others to plan, implement, and evaluate projects that address identified needs and enhancements in my school, work, and local community.
With adult assistance, I can identify individual and community rights and responsibilities.	I can demonstrate respectful interactions in school while being responsive to the rights of others.	I can recognize interactions that represent the ethical and civic responsibilities of youth within my school and community.	I can demonstrate an understanding of school, work, and community cultures and actively participate in cooperative interactions to improve civic, workplace, and ethical climates.
With adult assistance, I can recognize the importance of taking care of the natural environment in which we live.	I can identify positive practices that contribute to the maintenance of a healthier natural environment.	I can actively participate in taking care of the natural environment we live in by using resources responsibly and in sustainable ways.	I can analyze, promote, and advocate for civic and democratic responsibilities for promoting a healthy and clean environment.
With adult assistance, I can identify how people use social media as a form of engagement and how it is different from in-person engagement.	I can identify and practice appropriate use of digital devices and healthy social media communications (e.g., safe, unsafe, and device attachment).	I can understand the role that social media plays in my communication and make healthy decisions about what I communicate on social media, and about device attachment.	I can use analysis and critical-thinking skills to understand the broad impact and potential consequences of safe and risky online behaviors.