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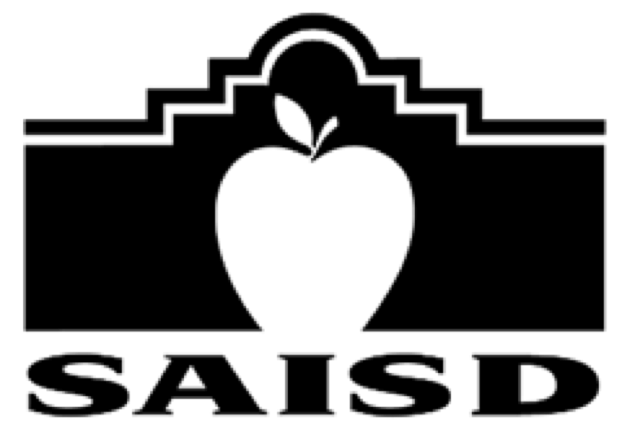


**SEAD Competencies Playbook**

San Antonio Independent School District

Office of Academics and School Leadership

Department of Student and Academic Support Services



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**What is Social Emotional Academic Development (SEAD)?**

In an effort to support the whole child and the many experiences that shape students within our district, the SAISD SEAD Committee has identified the following competencies to guide district practices and campus planning for responding to student needs. These competencies were based on stakeholder feedback and thorough review of the current research surrounding social and emotional learning. As each department and campus evaluates current practices and plans for continuous improvement in meeting the needs of our staff and students, these competencies serve as an anchor to support the needs of the whole-child, with the mission to ensure that every student has the social, emotional, and academic skills he or she needs to be successful in school, college, career, military, and life in the 21st Century.

SEAD competencies and the curriculum and activities that support them are important elements in a comprehensive approach to effective SEAD programming. Current research indicates that establishing common language and student competencies provides integral focus, emphasizing the importance of specific skills and supporting educators in integrating application experiences into other core areas of instruction (Osher & Kendziora, 2008, Jones & Bouffard, 2012, Taylor et al, 2018). Additionally, SAISD SEAD competencies codify that the skills represented are a core component of our educational mission to support student success.

SAISD approaches this work through three domains:

1. **Emotional Competencies** – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths.
2. **Social Competencies** – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles.
3. **Cognitive Competencies** – perseverance, growth mindset, planning, and problem-solving skills that facilitate effective decision-making and attainment of short- and long-term goals.

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| EARLY ELEMENTARY (PK-3) |
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| **EARLY ELEMENTARY (PK-3) PLAYBOOK** | | | | | | | |
| Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths. | | | | | | | |
| Category 1:Identify and manage one’s emotions and behavior. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | 1.1a. Recognize and describe emotions and how they are linked to behavior. | | | | * Students can use a story to infer the thoughts and emotions of a character in a story or passage. Example: [*The Color Monster*](http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html) * Use the feelings and faces [activity](https://classroom.kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf) to introduce five different emotions and have students connect how behaviors are linked to those emotions. | | |
| 1.1b.Regulate behavior with occasional reminders or assistance from teacher. | | | | * Students can understand the behavior they are choosing and change that behavior based on self-reflection. * Students can use hand signals to adjust behavior. | | |
| PK-1.a. Begin to understand the difference and connection between emotions/feelings and behaviors. | | | | * Students can connect visuals to happy, angry, sad, etc. * Teacher shows an image of a football player entering a stadium and students describe what that player may feel and make connections to support their claim. | | |
| PK-1.b. Communicate basic emotions/feelings. | | | | * Students can use pictures to describe how they may be feeling. This could also be done through a conversation. * Students are asked to speak about their feelings when arguing with peers. | | |
| PK-1.c. Regulate behavior with occasional reminders or assistance from teacher. | | | | * This may be represented through classroom procedures and routines. Students can be given redirection through choice allowing students to acknowledge their behavior and self regulate. | | |
| Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations). | | | | | What does this look like in the classroom? | | |
| Learning Standard (s) | 2.1a: Describe one’s likes, dislikes, needs, wants, strengths, challenges, and opinions. | | | | * Students will be able to describe their likes, dislikes, challenges and express their personal opinions. * Students will be able to elaborate on why they like or dislike prompts shared by their teacher. | | |
| 2.1b: Identify family, peer, school, and community strengths and supports. | | | | * Students will be able to identify who in their family, school, and community can support them when they need help. * Explore who helps to get them to and from school, when they are sick, etc. | | |
| PK-1a. Show reasonable opinion of own abilities and limitations. | | | | * Students can identify some of their own talents and abilities through setting age appropriate goals within each content area (highlight personal strengths i.e., jumping rope, fractions, artistic ability).. * Students will be able to identify one of their own limitations. Reflect on last nine-weeks and something that was difficult, but they have now learned either personally or academically. | | |
| PK-1b. Seek adult help when necessary. | | | | * Students will be able to identify how to seek help from an adult and/or share examples of when they sought help from adults in the past. * This can be done through reflecting on a character in a story, movie or highlighting real life events. | | |

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| Domain: Social Competencies- communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages and lifestyles. | | |
| Category 3: Recognize the feelings and perspectives of others. | | What does this look like in the classroom? |
| Learning Standard(s) | 3.1a. Recognize that others may experience situations differently from oneself. | * Students will be able to recognize how characters in books experience a situation differently from them. |
| 3.1b. Use listening skills to identify the feelings and perspectives of others. | * After hearing about a character, students will be able to identify the feelings and perspectives of the identified character. |
| PK-1. Demonstrate an understanding that others have perspectives and feelings that are different from oneself. | * Based on characters in a story or a poll of students, students will be able to express what different perspectives and feelings are present. |
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| Category 4: Recognize individual and group similarities and differences. | | What does this look like in the classroom? |
| Learning Standard(s) | 4.1a. Describe the ways that people are similar and different. | * In their own words, students will be able to describe how people in a picture or story are similar and different. Consider using a venn diagram. |
| 4.1b. Recognize and describe strengths in others. | * During circle time students will select another student’s name and share a positive affirmation about that student. |
| 4.1c. Recognize common stereotypes (e.g. gender, age) and understand individuality. | * Poll students to see what activity or concept they associate with each gender. Then engage in “Diversity Bingo” to highlight that the classroom is enhanced through individuality. Students can fill in their own game board and take turns finding classmates who enjoy those activities. |
| PK-VII. Identify similarities and differences between oneself, classmates and other children inclusive of specific characteristics and cultural influences. | * Create an “About Me” book for younger grades or “Body Outline” for older grades where students identify things from hair color to family celebrations. |
| Category 5: Use communication and social skills to interact effectively with others. | | What does this look like in the classroom? |
| Learning Standard(s) | 5.1a. Identify ways to work and play well with others. | * Social skill of the day. * Students can write about how they would feel in that scenario or develop a skit. Incorporate character pillars. |
| 5.1b. Explore ways to work effectively in groups. | * What does it look like, sound like, feel like to work in effective groups (i.e., taking turns) and have roles within the group.. * Students can then form groups to practice what was taught. They can take on a math problem or science project. * Highlight group work taking place that day and affirm what positive exchanges are taking place. |
| PK-1.a. Use effective verbal and non-verbal communication skills to build relationships with teachers/adults. | * Intentional use of morning greetings - consider using a menu of greetings. * Establish and revist classroom norms including what it looks like and feels like to need help. |
| PK-1.b. Show competence in initiating social interactions. | * Classroom jobs can be used to highlight how initiating certain tasks/actions impact others.   (i.e., during PE take turns being the group leader and assigning roles.) |
| PK-1.c. Interact with a variety of playmates and may have preferred friends. | * Address students by name and ask them to address their friends by name. * Create a schedule for switching table groups or configurations for small group activities. |
| Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | What does this look like in the classroom? |
| Learning Standard(s) | 6.1a. Identify problems and conflicts commonly experienced by peers. | * Have students write or draw things that happen at school that create conflict. Then have a discussion about it. |
| 6.1b. Identify approaches to resolving conflicts constructively. | * In math we take steps to solve problem to get a solution. Place students in pairs and have them discuss/write down what step you need to solve a conflict. |
| PK-1.a. Initiates problem-solving strategies and seeks adult help when necessary. | * Implement and consistently use a problem-solving/conflict resolution strategy. Remind students about this process when challenges come up. |
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| Domain: Cognitive Competencies- perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision making and attainment of short- and long-term goals. | | |
| Category 7: Apply a growth mindset to learning and personal development. | | What does this look like in the classroom? |
| Learning Standard(s) | 7.1a. Understand that ability can be developed; accept and learn from mixed feedback | * Make student work from previous 9 weeks or earlier in the semester available to them later on so that they can see how much they have developed. |
| 7.1b. Identify desired knowledge and/or abilities for personal development. | * Set a goal for everyone in the classroom that is within reach and celebrate progress; not just final success. * Meet with students individually to set appropriate short-term individual goals of a week or two. Follow up with them individually to celebrate their progress and revise as needed. |
| Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals. | | What does this look like in the classroom? |
| Learning Standard(s) | 8.1a. Describe why learning is important in helping students achieve personal goals. | * Introduce how brains are not fixed, but can grow. This [video](https://www.khanacademy.org/ela/cc-4th-grade-ela/x4fc02ff927f33e89:growth-mindset-4/x4fc02ff927f33e89:growth-mindset-pilot-content/v/learnstorm-growth-mindset-the-truth-about-your-brain?modal=1) is an option. Ask students to identify some things that they have learned which have helped them reach goals in the past. |
| 8.1b. Identify goals for personal behavior progress, achievement, or success. | * Introduce and consistently use [Class Dojo](https://betterlesson.com/browse/blended_video/4614/class-dojo-for-behavior-management) for behavior expectations and tracking. |
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| Category 9: Apply decision making skills to effectively manage daily academic and social situations. | | What does this look like in the classroom? |
| Learning Standard(s) | 9.1a. Identify a range of decisions that students make at school and at home. | * Highlight how many choices a student makes in one day (approximately 3,000/day) and the power that this holds. * Demonstrate how the decision making process feels by engaging in a game of “[Would you rather?](https://static1.squarespace.com/static/528e56d6e4b0cf0adc8ecd12/t/57ff16c6f5e231fadeb1b108/1476335303371/Would+You+Rather+Questions.pdf)” |
| 9.1b. Make positive choices when interacting with classmates. | * Discuss and redirect students using classroom expectations around healthy and safe peer interactions. Celebrate when these interactions take place or when they are visible in the academic content. |
| Category 10: Display perseverance when working toward difficult and/or long-term goals. | | What does this look like in the classroom? |
| Learning Standard(s) | 10.1a. Maintain focus; try several strategies before seeking adult assistance. | * Use timers and set goals for how much work can be achieved in that amount of time.   + Compare that time to previous times at the beginning of the semester. |
| 10.1b: …persists in attempting to solve problems. | * Encourage students when they are close to mastering a task. * Celebrate when students did not give in to adversity. * Find examples in books or classwork where characters did not give up. |
| PK-1.B.3.a: sustain attention to personally chosen or routine (teacher directed) tasks until completed. | * Provide touch-points or mile markers for students when there are multiple steps to a problem. |

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| LATE ELEMENTARY (4-5) |
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| **LATE ELEMENTARY (4-5) PLAYBOOK** | | | | | | | |
| Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths. | | | | | | | |
| Category 1:Identify and manage one’s emotions and behavior. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **1.2a.** Describe a range of emotions and the situations that cause them. | | | | * Students can use a story to infer the thoughts and emotions of a character in a story or passage. Example: [*The Color Monster*](http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html) * Students can explain how a historical figure might have made a decision based on emotion. | | |
| **1.2b.** Describe and demonstrate ways to express emotions in a constructive manner. | | | | * As part of an ongoing writing exercise, have students develop their own Feelings Journal. Students identify common feelings, when they have felt those feelings, and what they can do when they experience those feelings. | | |
| **1.2c.** Demonstrate the capacity to maintain concentration on a task with occasional reminders or assistance from teacher. | | | | * Use timers for individual or group work. | | |
| Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations). | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **2.2a.** Describe personal strengths/skills and interests that one wants to develop. | | | | * Lead students through an [identity map](https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts) activity. This activity can be extended by applying the process to a literary or historical figure. * In what ways are things that are the most important to you on your identity map supported or not supported by peers, school, community. | | |
| **2.2b.** Explain how family members, peers, school personnel, and community members can support responsible behavior and school success. | | | | * Thinking about your strengths and areas of development have students write letters of gratitude to individuals who support them. * Teach, model and practice identifying who to ask, how to ask and when to ask for help. * Do a Read, Think, Write on how roles at school or in the community help support responsible behavior. | | |
| Domain: Social Competencies-communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 3: Recognize the feelings and perspectives of others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **3.2a.** Identify verbal, physical, and situational cues that indicate how others may feel. | | | | * Extend inference skills activities to include these cues. | | |
| **3.2b.** Describe the expressed feelings and perspectives of others. | | | | * Provide students with character description cards where they have to take on the identity of a character and have other classmates identify what feelings and perspectives are present. * Use pictures or pages from discarded books; give one page to each group to read and summarize what feelings and perspectives are present. | | |
| Category 4:Recognize individual and group similarities and differences. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **4.2a.** Identify differences among, and contributions of various social and cultural groups. | | | | * Use holidays and family celebrations to identify similarities and differences. * Expand this to include what these celebrations do to the culture of our school and city (i.e. Fiesta, Dia de Los Muertos). | | |
| **4.2b.** Demonstrate how to interact positively with those who are different from oneself. | | | | * Use characters to identify similarities and differences. Then ask students how they witnessed positive interaction between people who were different. | | |
| **4.2c.** Describe how common stereotypes may impact self and others. | | | | * Use Social Studies or a lesson on Poetry to have students express how stereotypes personally impact them. Use this video as [inspiration](https://vimeo.com/182020903). | | |
| Category 5: Use communication and social skills to interact effectively with others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **5.2a.** Describe approaches for making and keeping friends. | | | | * Think about all of the qualities as a friend, which are the most important to you? Write about the two most important for you. Make a list of friendship ingredients as a class and then assign importance based on units of measurement. Use this [video](https://www.youtube.com/watch?v=H7w7yXkJTu0) as inspiration on how to expand this into a math lesson and vocabulary or writing lesson. | | |
| **5.2b.** Demonstrate adaptability and appropriate social behavior at school. | | | | * Use a large-class venn diagram to identify where certain behaviors or phrases are appropriate. | | |
| **5.2c.** Explore how different modes of communication impact personal expression and the interpretation of messages. | | | | * Play a round of “telephone” with the entire class to introduce the importance of effective communication and how text messages, phone calls, and face to face conversations allow us different tools to better understand others. * Have students sit back to back and have one student describe the object on the card without telling the other student what it is. Here is one example: [Drawing Twins](https://slco.org/uploadedFiles/depot/admin/fHR/employee_university/EU_CommunicationDrawingTwins.pdf) | | |
| Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **6.2a.** Describe causes and effects of conflicts. | | | | * Highlight how a character ended up in a conflict or what the impact of conflict had on others. | | |
| **6.2b.** Apply constructive approaches in resolving conflicts. | | | | * Allow for students to discuss conflicts that occur in the material you are teaching or examples that come up in the classroom. | | |
| Domain: perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 7: Apply a growth mindset to learning and personal development. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **7.2a.** Accept and learn from constructive feedback. | | | | * Provide students with a structure for sharing constructive feedback prior to implementing group work. | | |
| **7.2b.** Accept opportunities to create new knowledge and/or abilities for personal development. | | | | * Highlight opportunities among students to learn from one another and teach each other. * Allow students to grade their own tests | | |
| Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **8.2a.** Describe the steps in setting and working toward goal achievement. | | | | * Introduce SMART goals and have the students create a SMART goal for the class or practice by making a SMART goal for themselves. | | |
| **8.2b.** Monitor progress on achieving a short-term personal goal. | | | | * Create a goal tracker on the wall or in a student notebook where all students will check in on their goal regularly and as a class. | | |
| Category 9: Apply decision-making skills to effectively manage daily academic and social situation. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **9.2a.** Identify and apply the steps of systematic decision making. | | | | * Introduce a decision making [model](http://www.thinkgrowgiggle.com/2018/03/3-strategies-to-help-your-students-make.html) for students and refer to it regularly and consistently when discussing classroom and personal decisions they are making. * Talk through the decisions students will need to make in order to solve a problem or complete the assignment | | |
| **9.2b.** Generate alternative solutions and evaluate their probable outcomes for a range of academic and social situations. | | | | * Use a hypothesis process within science lessons and other subjects. | | |
| Category 10: Display perseverance when working toward difficult and/or long-term goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **10.2a.** Identify a range of strategies for approaching difficult tasks. | | | | * Engage students in brainstorming various approaches for daily tasks. | | |
| **10.2b.** Sustain focus over time toward a variety of challenging tasks, employing several strategies before seeking adult assistance. | | | | * Have students establish a goal for their grade or another appropriate topic that they are comfortable posting and sharing with the classroom. * Ask students what additional methods they have tried before asking the teacher for assistance. | | |
| Category 11: Consider ethical, safety, and societal factors in making decisions. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **11.2a.** Demonstrate the ability to respect the rights of self and others. | | | | * Create classroom norms and revisit those norms when they are not upheld. | | |
| **11.2b.** Demonstrate knowledge of how social norms affect decision making and behavior. | | | | * Using characters in current classwork, ask students what social norms or peer influences lead to that person making that decision. | | |
| Category 12: Contribute to the well-being of one’s school and community. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **12.2a.** Identify and perform roles that contribute to the school community. | | | | * Highlight ways that students can use their individual skills and talents to back to their school community. * Ask students what Identify a service-learning project you can work on as a class. | | |
| **12.2b**. Identify and perform roles that contribute to one’s local community. | | | | * Highlight ways that students can give back to their community (within the school or outside of school). * When discussing possible careers, as students how those careers have a positive impact on the community. | | |

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| Middle School (6-8) |
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| **MIDDLE SCHOOL (6-8) PLAYBOOK** | | | | | | | |
| Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths. | | | | | | | |
| Category 1: Identify and manage one’s emotions and behavior. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **1.3a.** Analyze factors that create stress or motivate successful performance. | | | | * Develop pro/con list * [Goal setting](https://drive.google.com/file/d/1875lydURmLIPUFQalLTjgokIDk_eEE0v/view?usp=sharing) | | |
| **1.3b.** Apply strategies to manage stress and to motivate oneself to constructively address challenges. | | | | * Practicing mindfulness or meditation * Walk students through a breathing technique before a test | | |
| **1.3c.** Demonstrate the capacity to maintain concentration on a task (developmentally appropriate for age, approximately 15 minutes). | | | | * Engage in sustained silent reading * Practicing mindfulness or meditation * Trying to solve a logic puzzle | | |
| Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations). | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **2.3a.** Analyze how personal strengths and areas in need of improvement influence choices and outcomes. | | | | * Students will read a passage or story and then reflect in writing or discussion on how the characters’ choices were influenced by their own character traits * Have students simulate a real world situation and allow them to select their choice in a decision. Then, have students discuss the differences in outcomes based on the choice made. | | |
| **2.3b.** Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life. | | | | * Watch a brief video to discuss how community initiatives can help to contribute to your life * Discuss a time when someone has supported you through a challenge | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 3: Recognize the feelings and perspectives of others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **3.3a.** Hypothesize others’ feelings and perspectives in a variety of situations and explain the reasons for one’s conjecture. | | | | * Predict how a character or historical figure will react using text/historical evidence * Make predictions on how people feel after looking at a historical image | | |
| **3.3b.** Analyze how one’s behavior may affect others. | | | | * Discuss how others’ actions make them feel * Have students think of a decision they have made which makes the other person happy, sad, angry, etc | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 4: Recognize individual and group similarities and differences. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **4.3a.** Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and prejudice and identify ways to address it. | | | | * Create a safe environment in order to share perspectives on   hidden biases   * Look at specific incidents in history and or commercials that show stereotyping | | |
| **4.3b.** Analyze the effects of taking action to oppose bias-based behavior based on individual and group differences. | | | | * Discuss what civic organizations exist to protest biased based behavior * Discuss what you would do if students witnessed someone expressing prejudice and bias | | |
| Category 5: Use communication and social skills to interact effectively with others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **5.3a.** Analyze ways to establish positive relationships with others. | | | | * Participate in a listening activity that allows students to determine the importance of actively listening to partners * Have students create a poster showing all of the traits of a positive relationship | | |
| **5.3b.** Demonstrate cooperation and teamwork to promote group effectiveness. | | | | * All group members participate and actively engage during group work * Have class roles/job to promote cooperation | | |
| **5.3c.** Demonstrate understanding of how different modes of communication (e.g. texting, social media) may affect personal expression and the interpretation of messages. | | | | * Have students use a twitter template to create a storyline between characters in a book   + Extend this activity by considering how the outcome would have been different if the characters/historical figures had access to the communication methods we regularly use. * Students will create a hashtag to support the main idea and also discuss message interpretation | | |
| Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **6.3a.** Evaluate strategies for preventing and resolving interpersonal problems. | | | | * Choose literature/readings where characters demonstrate empathy for others * Help mediate student disputes to model appropriate behavior | | |
| **6.3b.** Define unhealthy peer pressure and evaluate strategies for resisting it. | | | | * Discuss what it looks/sounds like to experience peer pressure * Brainstorm ways to resist peer pressure | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 7: Apply a growth mindset to learning and personal development. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **7.3a.** Seek and learn from constructive feedback. | | | | * Have students participate in [peer feedback](https://drive.google.com/file/d/1Y3zcukpFeO-MPIndAu5e8imdeA9g7rk2/view?usp=sharing) and editing * Allow students to participate in a writer’s workshop | | |
| **7.3b.** Actively pursue opportunities to create new knowledge and/or abilities for personal development. | | | | * Goal setting based on pre-assessment * [Genius hour](https://www.youtube.com/watch?v=NMFQUtHsWhc) or [makerspace](https://www.makerspaces.com/what-is-a-makerspace/) | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **8.3a.** Set a short-term goal and develop a plan for achieving it. | | | | * Use classroom formative data to allow students to track their progress towards an achievable goal * Students create a plan for a fitness goal and work towards achieving that skill through PE/Athletics | | |
| **8.3b.** Analyze why one achieved or did not achieve a goal. | | | | * Discuss why a character or historical figure did not achieve a goal or milestone * After goal setting, reflect on what were the setbacks in reaching and/or not achieving the goal | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 9: Apply decision-making skills to effectively manage daily academic and social situations. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **9.3a.** Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships. | | | | * Students discuss preparation time for test and then graph the scores based on relationship to time spent studying * Students look at scenarios and determine how decision-making can create change in life | | |
| **9.3b.** Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. | | | | * Discuss what it looks/sounds like to experience peer pressure * Brainstorm ways to resist peer pressure | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 10: Display perseverance when working toward difficult and/or long-term goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **10.3a.** Analyze complex tasks to predict and plan for challenges. | | | | * SMART goals-discuss what challenges may exist and how to combat them * Show an image of a complex task-brainstorm ways to plan for any challenges | | |
| **10.3b.** Sustain focus over time toward challenging and complex tasks; overcome obstacles in order to accomplish goals. | | | | * Students are given a problem that they work towards solving over time * Students participate in science experiments in order to learn and solve problems while being faced with obstacles and complex tasks | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 11: Consider ethical, safety, and societal factors in making decisions. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **11.3a.** Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. | | | | * Students discuss traits necessary for decision-making * Looking at a complex decision students are able to analyze the situation and create a logical decision for the character | | |
| **11.3b.** Analyze the reasons for school and societal rules. | | | | * Discuss what is required to live in an orderly society * Play the [Paper Clip Game](https://teachingcivics.org/wordpress/wp-content/uploads/2012/11/Paper-Clip-Game.pdf) | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 12: Contribute to the well-being of one’s school and community. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **12.3a.** Evaluate one’s participation in efforts to address an identified school need. | | | | * Students identify a need and work towards it such as; raising money, donating canned goods, or volunteering * Students are active members of the school and involved in at least one extra curricular activity | | |
| **12.3b.** Evaluate one’s participation in efforts to address an identified need in one’s local community. | | | | * Encourage participation in civic organizations that benefit the community | | |

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| Early HS (9-10) |
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| **EARLY HS (9-10) PLAYBOOK** | | | | | | | |
| Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths. | | | | | | | |
| Category 1: Identify and manage one’s emotions and behavior. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **1.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior. | | | | * Character analysis in a passage or historical figure * Role play decision making based on historical event or turning point in reading | | |
| **1.4b.** Generate ways to develop positive attitudes. | | | | * Utilize positive affirmations when competing in the classroom or electives * Practicing gratitude with peers and teachers | | |
| **1.4c.** Demonstrate the capacity to monitor one’s behavior and  maintain concentration on  one’s goal. | | | | * Reflect during the goal setting process based on classroom goal * Discuss how to maintain concentration via study skills -relate this to other times that a student has concentrated on sports or video games. | | |
| Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations). | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **2.4a.** Set priorities that build on strengths and identify areas for improvement. | | | | * Demonstrate an awareness of strengths and weaknesses by goal setting * Reflect on areas of improvement and create a plan to implement and grow that weakness | | |
| **2.4b.** Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life. | | | | * Character trait analysis * Classroom discussion on admired historical figures, the impact they had and how it may still be relevant. | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 3: Recognize the feelings and perspectives of others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **3.4a.** Analyze similarities and differences between one’s own and others’ perspectives. | | | | * Reflect on personal experiences * Discuss personal experiences within class and highlight different perspectives that feel safe for all students to explore | | |
| **3.4b.** Use communication skills to gain an understanding of others’ feelings and perspectives. | | | | * Participate in discussions in which you share differing points of view * Analyze characters from a novel and identify characteristics of their feelings on a topic | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 4: Recognize individual and group similarities and differences. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **4.4a.** Analyze the origins and negative effects of stereotyping and prejudice. | | | | * Use historical references to understand the origins * Discuss ways to move away and remove stereotypes | | |
| **4.4b.** Demonstrate respect for individuals from different social and cultural groups. | | | | * Share information from different cultures and discuss the implications * Create mixed approaches to vary the grouping of students and help to build a culture and climate of acceptance | | |
| Category 5: Use communication and social skills to interact effectively with others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **5.4a.** Evaluate the effects of requesting support from and providing support to others. | | | | * Highlight times when help/support was needed and the effect of giving or receiving that support * Discuss ways to support classmates | | |
| **5.4b.** Evaluate one’s contribution in groups as a member and leader. | | | | * Discuss leadership characteristics of various characters in passages * Discuss leadership characteristics of historical figures | | |
| **5.4c.** Analyze the benefits and challenges of different modes of communication (e.g. texting, social media) and potential impact on outcomes and relationships. | | | | * Classroom discussion about communicating via different modes * Develop PSAs about the impact of various modes of communication on relationships | | |
| Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **6.4a.** Analyze how active listening, “I” statements and other communication strategies help to resolve conflicts. | | | | * Students use stems such as...I feel\_\_\_\_.   I did not like it when \_\_\_\_\_.  I felt \_\_\_\_because\_\_\_\_.   * Create a space for disagreement with activity such as a [chalk talk](https://vimeo.com/101254151) | | |
| **6.4b.** Analyze how conflict- resolution skills contribute to work within a group. | | | | * Develop group roles during collaborative work time * Discuss ways to resolve conflict | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 7: Apply a growth mindset to learning and personal development. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **7.4a.** Seek meaningful constructive feedback from subject-area experts for personal development. | | | | * Work with subject area teachers on growing in the subject area * Schedule [zoom meetings](https://blog.zoom.us/wordpress/2018/03/02/bring-zoom-into-your-classroom/) with subject area experts | | |
| **7.4b.** Fully embrace opportunities to create new knowledge and/or abilities for personal development. | | | | * Goal setting * Encourage/discuss what continuous learning looks like post high school | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **8.4a.** Utilize strategies to make use of resources to overcome obstacles to achieve goals. | | | | * Plan to have checkpoints for meeting goals and address the concerns that arise * Use resources to help plan and attain long-term goals | | |
| **8.4b.** Apply strategies to overcome obstacles to goal achievement. | | | | * Brainstorm ways to overcome obstacles * Classroom discussion about what it takes to achieve goals | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 9: Apply decision-making skills to effectively manage daily academic and social situations. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **9.4a.** Evaluate one’s personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. | | | | * Look at cause and effect relationships to identify consequences of actions * Generate solutions to problems such as within a project | | |
| **9.4b.** Apply decision- making skills to establish responsible interpersonal, intergroup, and work relationships. | | | | * Practice 5 Whys? * Use peer reflection forms to identify areas of growth in relationships | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 10: Display perseverance when working toward difficult and/or long-term goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **10.4a.** Evaluate one’s passion toward and perseverance for accomplishing a difficult or long-term task. Generate targeted strategies and solutions to stay the course. | | | | * Discuss why perseverance is needed * Analyze historical figures that demonstrate perseverance | | |
| **10.4b.** Sustain effort towards accomplishing goals despite multiple obstacles or challenges. | | | | * Discuss the term ‘perseverance’ and work towards a protocol for roadblocks to success * Identify challenges and obstacles one might face prior to goal setting and plan out what to do when that point is reached | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 11: Consider ethical, safety, and societal factors in making decisions. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **11.4a.** Demonstrate personal responsibility in making ethical decisions. | | | | * Discuss what it looks like to demonstrate personal responsibility * Brainstorm how ethics influence decision making | | |
| **11.4b.** Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions. | | | | * Brainstorm what social norms are and how they influence actions * Discuss how personal experiences impact personal norms and expectations when dealing with people in authority | | |

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| Category 12: Contribute to the well-being of one’s school and community. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **12.4a.** Plan, implement, and evaluate one’s participation in activities and organizations that improve school culture and climate. | | | | * Create a way to engage students in electives and extracurricular activities * Ensure that the campus supports and provides clubs and variety to be inclusive of all students | | |
| **12.4b.** Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community. | | | | * Plan an opportunity for community involvement and reflect on the experience * Create a plan to check in with groups and discuss participation and lessons learned | | |

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| Late HS (11-12) |
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| **LATE HS (11-12) PLAYBOOK** | | | | | | | |
| Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths. | | | | | | | |
| Category 1: Identify and manage one’s emotions and behavior. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **1.5a.** Evaluate how expressing one’s emotions in different situations affects others. | | | | * Role play expressing emotions in various situations * Discuss how the emotions impacted others | | |
| **1.5b.** Evaluate how expressing positive attitudes influences others. | | | | * Discuss how being positive influences people * Practice gratitude to influence personal positive attitudes | | |
| **1.5c.** Demonstrate the ability to adjust one’s behavior in response to changes in one’s environment or goal(s). | | | | * Role play various situations in which changing behavior is necessary * Discuss the reasons why changing behavior is necessary | | |
| Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations). | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **2.5a.** Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. | | | | * Brainstorm possible personal goals as a class and then have students engage in the goal setting process for their own goal * Create a vision board | | |
| **2.5b.** Implement a plan to build on a personal strength to meet a need, or address a challenge facing one’s community. | | | | * Service learning project * Campus service project | | |
| **2.5c.** Evaluate how developing interests and  filling useful roles support school and life success. | | | | * Give time to look at interests such as a career day * Create a plan to look at participating in work program, a job, or volunteering | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 3: Recognize the feelings and perspectives of others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **3.5a.** Demonstrate how to express understanding of those who hold different opinions. | | | | * Practice discussions through socratic seminars * Use media as a form of expression while remaining tactful and fact driven | | |
| **3.5b.** Demonstrate ways to express empathy for others. | | | | * Practice active listening skills * Communicate understanding of others feelings | | |
| Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles. | | | | | | | |
| Category 4: Recognize individual and group similarities and differences. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **4.5a.** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. | | | | * Create opportunities to practice demonstrating respect for others * Discuss and model productive conversation around controversial topics | | |
| **4.5b.** Evaluate how advocacy for the well- being and rights of others contributes to the common good. | | | | * Civic participation * Service learning project | | |
| Category 5: Use communication and social skills to interact effectively with others. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **5.5a.** Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. | | | | * Reflect on personal actions * Challenge yourself to have one more positive interaction each day | | |
| **5.5b.** Plan, implement, and evaluate one’s participation in a group project. | | | | * Peer reflection * Group roles and responsibilities criteria | | |
| **5.5c.** Evaluate strategies for effectively using different modes of communication to maximize personal, social, and professional relationships and opportunities. | | | | * Create written correspondence to deliver a message * Develop an understanding of social media and pros and cons of digital footprint | | |
| Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **6.5a.** Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. | | | | * Debate a topic * Demonstrate an understanding of the differences in a compromise and a win-win solution | | |
| **6.5b.** Evaluate current conflict-resolution skills and plan how to improve them. | | | | * Self-reflection on conflict-resolution skills * Student sets a goal based on self-reflection and then revisits to see improvement or lack of throughout the course | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 7: Apply a growth mindset to learning and personal development. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **7.5a.** Embrace mistakes and challenges as learning opportunities; request constructive feedback for personal development. | | | | * Use a setback or obstacle to fuel perseverance * Seek out feedback on goal/progress to goal | | |
| **7.5b.** Create opportunities to gain new knowledge and/or abilities for personal development; develop post-secondary plans to create abilities needed to achieve goals. | | | | * Meet with a counselor to determine next steps after high school * Begin planning and applying to programs/colleges/ etc. | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **8.5a.** Set a post- secondary goal with action steps, timeframes, and criteria for evaluating achievement. | | | | * Apply for scholarships/grants * Create a four year plan for after high school and determine next steps to achieve that plan | | |
| **8.5b.** Monitor progress toward achieving a goal and evaluate one’s performance against criteria. | | | | * Reflection of progress towards goal * Check in with accountability partner | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 9: Apply decision-making skills to effectively manage daily academic and social situations. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **9.5a.** Analyze how present decision-making affects college and career choices. | | | | * Discuss the importance of digital footprint * Analyze personal decisions and why certain colleges might or might not be an option such as money, grade, etc. Also, look at discipline and whether that job can be achieved based on previous activity. | | |
| **9.5b.** Evaluate how effective decision-making affects interpersonal and group relationships. | | | | * Discuss the impact of personal decisions (college choice, career choice, etc) * Practice working with teams and reflect on the experience | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 10: Display perseverance when working toward difficult and/or long-term goals. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **10.5a.** Analyze how personal passion and perseverance will support post-secondary goals; Plan for targeted and timely strategies and solutions to facilitate success. | | | | * Brainstorm passions that will support post secondary goals * Create a vision board/visual time of post secondary plan/goal | | |
| **10.5b.** Sustain effort towards accomplishing goals despite failures, obstacles, and plateaus in progress. | | | | * Discuss how perseverance helps in meeting goals and overcoming obstacles * Discuss how characters or historical figures displayed sustained effort towards goals | | |

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| Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals. | | | | | | | |
| Category 11: Consider ethical, safety, and societal factors in making decisions. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **11.5a.** Apply ethical reasoning to evaluate societal practices. | | | | * Create scenarios that allow for ethical dilemmas and discuss * Plan a lesson that ties real-world problems into a project or writing assignment | | |
| **11.5b.** Examine how the norms of different societies and cultures influence their members’ decisions and behaviors. | | | | * Provide opportunities to learn about different cultures * Use media to create knowledge for students on society and cultural behaviors | | |

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| Category 12: Contribute to the well-being of one’s school and community. | | | | | What does this look like in the classroom? | | |
| Learning Standard(s) | **12.4a.** Plan, implement, and evaluate one’s participation in activities and organizations that improve school culture and climate. | | | | * Students participate in community project * Volunteer or participate in extracurricular activities | | |
| **12.4b.** Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community. | | | | * Group monitor criteria and/or checklist for group work * Local community project participation and writing reflection | | |