

Relationship Skills

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Relationship skills are critical to success in life and work. Having the ability to establish and maintain healthy relationships, communicate effectively, resolve conflicts, resist peer pressure, and collaborate are essential in all human interaction. These skills are fundamental to success in school and in work.

Overall, conflict should be framed as a healthy indicator of democratic society and inclusive school community. To teach about handling conflict, educators can center conflict as a learning opportunity; center the assets and needs of all in the school community in examining conflict and be responsive to the presence of language, culture, and perspectives in examining conflict.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Relationship Skills competency, we've developed three learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals

1. Demonstrates a range of communication and social skills to interact effectively.
2. Cultivates constructive relationships with others.
3. Identifies and demonstrates approaches to addressing interpersonal conflict.

Learning Goal 1

Demonstrates a range of communication and social skills to interact effectively.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Take turns and share with others.	<p>Have students play a game that includes sharing and taking turns.</p> <p>Help students with strategies for taking turns during conversations and class discussions. For example, tell them: “take a deep breath if you feel like you want to speak when it is not your turn and listen to your partner with your eyes and ears.”</p>	<p>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</p> <p>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>Science, 0.1.1.2.1, Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Use facial expressions, body language and tone to effectively communicate thoughts, feelings, emotions and intentions.	<p>Have students draw pictures of faces showing different emotions and display the pictures around the room.</p> <p>When reading stories, have students stop and reflect on which of the emotions characters may be feeling.</p>	<p>English language arts (ELA,) 0.8.1.1.c, Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Arts, 0.1.1, Demonstrate knowledge of the foundations of the arts area.</p>
Kindergarten–Grade 3	Practice sharing genuine encouraging comments to support peers.	<p>Routinely model how to give encouraging comments to others. Say out loud what you are doing. For example, “I wanted her to know that I could see how excited she was to hold the bunny, so I’m saying: don’t worry, you’re going to get a turn, too!”</p> <p>Routinely provide authentic feedback when you observe a student encouraging others. For example, “I saw the way you encouraged everyone running the race. That was really kind of you!”</p>	<p>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</p> <p>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Listen to others when they are speaking.	<p>Have students brainstorm what it looks, sounds and feels like when they are paying attention to a speaker.</p> <p>Routinely encourage students to practice during story time or other listening time. Routinely provide authentic feedback when you observe students listening well.</p> <p>Routinely provide opportunities for students to repeat what their peers said, in their own words, such as when they consider a classmate’s math reasoning.</p> <p>Routinely invite students to repeat instructions or new learning in their own words to check for understanding.</p>	<p>Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.</p> <p>Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p>ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELA, 0.8.1.1.c, Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>ELA, 1.8.1.1.d, Listen to others’ ideas and identify others’ points of view.</p> <p>Common Core Math Standards, SMP (Standards for Mathematical Practice) 3, Construct viable arguments and critique the reasoning of others.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Recognize how groups behave differently than individuals and affect an individual’s emotions, attitudes and behaviors.	<p>Have students participate in a group challenge. After the challenge, discuss how they worked in a group. Discuss ways they could have improved their team effort.</p> <p>Routinely invite students to reflect on how they worked as a team in cooperative learning or project-based learning.</p>	<p>Science, 5.4.4.1.1, Give examples of beneficial and harmful human interaction with natural systems.</p> <p>Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</p> <p>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 4–5	Recognize how facial expressions, body language and tone impact interactions.	<p>Have students’ role-play different scenarios with contrasting non-verbal cues. Discuss how they impact conversations.</p> <p>In preparation for oral presentations and as part of authentic feedback, discuss how facial expression, body language and tone affect the presentation and interaction with the listeners.</p> <p>During literacy instruction, have students think about how the author’s use of language and tone conveys what characters are like, and how the character’s language and tone impacts interactions with other characters.</p>	<p>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Demonstrate different ways to provide feedback to peers.	<p>Lead a lesson on how to give and receive feedback appropriately.</p> <p>Routinely invite students to provide feedback to one another as part of cooperative learning, project-based learning or oral reports.</p> <p>Consistently model respectful ways of giving and receiving feedback, and hold everyone to the same norm.</p> <p>Routinely provide authentic feedback when you observe students giving or receiving feedback well.</p>	4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Use attentive listening skills to foster better communication.	<p>Play a game with multiple steps. Give all instructions without repeating.</p> <p>Encourage students to agree or disagree with statements made by their peers, either socially or academically.</p>	<p>English language arts (ELA), SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELA, 4.8.1.1.c, Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>ELA, 5.8.1.1.d, Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Understand the different roles in a group, such as leader, facilitator, and follower and how these roles contribute to failure or success in group efforts.	<p>Students use group roles to complete a task. This can be done through any subject area.</p> <p>Assign classroom roles and small group roles that change every week to give students practice with different roles and opportunities for leadership.</p>	
Grades 6–8	Monitor how facial expressions, body language and tone impact interactions.	<p>Have students watch video clips and analyze how non-verbal communication impacts relationships.</p> <p>In literature, routinely ask students questions that draw their attention to the way facial expressions and other body language are described in text, and how expressions and body language provide implicit messages about how someone is feeling and how it impacts others.</p>	Arts, 6.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Students are able to respond with positive action steps from feedback.	Students practice providing constructive feedback to one another on their writing. Students are also given a chance to reflect on how feedback impacted them. Provide developmentally appropriate supports, e.g., sentence stems.	
Grades 6–8	Differentiate between passive, assertive and aggressive responses from others.	<p>Teach a vocabulary lesson that includes the words, passive, assertive, and aggressive.</p> <p>Lead a discussion about how passive, assertive and aggressive may be different depending on the situation – such as when they’re with friends, in class, at home with siblings or with adults in public.</p> <p>Ask students to develop role-play scenarios or otherwise demonstrate where the person responding is either passive, assertive or aggressive.</p> <p>Ask students to demonstrate passive, assertive or aggressive postures.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Create positive group dynamics to move group efforts forward.	<p>Use project-based learning across multiple subjects.</p> <p>As part of social studies, ask students to identify a community need and carry out a service learning project. Ask students to reflect on their progress throughout.</p>	ELA, 9.9.1.1.a, Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Grades 9–12	Apply non-verbal skills to create productive outcomes during positive and negative interactions.	<p>Contrast and compare role playing of non-verbal negative responses and non-verbal neutral responses. Follow up with how each person felt.</p> <p>Ask students to respond to journal prompts about how non-verbal behavior influences others.</p>	
Grades 9–12	Demonstrate ability to adapt to a variety of contexts, audiences, tasks and feedback from self and others.	Students practice providing constructive feedback to one another on their writing. Students are also given a chance to reflect on how feedback impacted them. Provide developmentally appropriate supports, e.g., sentence stems.	ELA, 9.9.6.6, 11.9.6.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Use assertive communication to get needs met without negatively impacting others.	<p>Have students work together to demonstrate asserting a need without being hurtful.</p> <p>Have students identify a community need and carry out a service learning project, practicing assertive communication throughout, to accomplish team goals.</p>	Science, 9.4.4.2.4, Explain how environmental factors and personal decisions, such as water quality, air quality and smoking affect personal and community health.

Table 1 - Relationship Skills, Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Cultivates constructive relationships with others.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Recognize how various relationships are different.	Students draw a picture of the various people in their lives. Ask students to present their picture and describe their relationship with the person pictured in small groups or to the whole class.	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Identify the qualities others, such as friends, have that you would like to see in yourself.	<p>Lead a discussion about what makes a “good friend.”</p> <p>Routinely ask students to reflect on when they are being a good friend to others.</p> <p>Ask students to create art projects or write simple essays about how they show they are a good friend.</p> <p>Routinely provide authentic feedback when you see students being a good friend to others by showing kindness, sharing, waiting their turn or inviting others to join.</p>	
Kindergarten– Grade 3	Demonstrate ability to develop positive peer relationships based on shared activities/ interests.	<p>At recess, develop team-building strategies that increase play.</p> <p>Book buddies with an older grade.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Recognize the difference between positive and negative relationships and identify behaviors that contribute to each.	<p>Talk about the impact of social media on relationships.</p> <p>Ask students to respond to a journal prompt and then share in pairs or in small group about the difference between positive and negative relationships.</p> <p>Lead a group discussion that asks students to identify behaviors that contribute to positive and negative relationships.</p>	
Grades 4–5	Recognize the value of friendships with a variety of individuals.	<p>Understand the difference between safe and unsafe behaviors in a relationship.</p> <p>Ask students to interview family members and develop a report on their friendships.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify a problem in a relationship and know how to seek appropriate assistance such as asking for peer mediation or adult assistance, etc.)	<p>Teach a lesson on a conflict resolution strategy: stop and calm down, take turns stating the problem using I-statements, consider options and together choose one and try it out.</p> <p>Encourage students to use the conflict resolution strategy any time there is a conflict. Assist them in working through the process.</p>	
Grades 4–5	Demonstrate capacity to engage in cooperative learning and working toward group learning goals with peers.	Group game that has a common goal that students work toward together as a team.	<p>ELA, SL1, Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELA, SL8, Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Distinguish between positive and negative peer pressure.	<p>Teach a lesson on peer pressure – negative and positive. Brainstorm examples of peer pressure with students.</p> <p>Ask students to respond to a journal prompt about a time they experienced positive or negative peer pressure.</p> <p>Routinely provide authentic feedback when you notice students exerting negative or positive peer pressure.</p> <p>Routinely encourage students to encourage their peers in positive ways.</p> <p>Routinely discourage students from urging their peers to engage in risky or negative behaviors.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Demonstrate strategies for resisting negative peer pressure.	<p>Write, role play and watch videos on strategies of how to avoid peer pressure.</p> <p>Brainstorm with students about ways to say no or in another way effectively resist negative peer pressure, while keeping their friends. Allow students to demonstrate their favorite examples in role plays in small groups. Ideally the teacher plays the role of the individual exerting negative peer pressure.</p>	
Grades 6–8	Identify and demonstrate ways to be involved in constructive, prosocial activities with others.	<p>Provide authentic feedback to encourage students to get involved in positive ways in their school and in their community.</p> <p>Help students organize and execute service-learning projects.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Understand the potential consequences of safe and unsafe behaviors in relationships.	<p>Explore appropriate and inappropriate use of social media.</p> <p>In small groups or teams, have students develop written and oral reports about safe and unsafe behaviors in relationships.</p> <p>Have students develop public service campaigns about safe and unsafe behaviors in relationships.</p>	
Grades 6–8	Demonstrate ability to develop relationships with peers that are effective and supportive.	<p>Ask students to respond to journal prompts and share in pairs or groups their answers to the question: “What are the qualities a good friend?”</p> <p>Model good friendship skills.</p> <p>Provide authentic feedback when you see students behaving in a positive way toward their peers.</p>	
Grades 9–12	Demonstrate ability to develop romantic and non-romantic relationships with peers that are effective, supportive, and can be stable over time.	<p>Practice setting limits for themselves and others (i.e., boundaries).</p> <p>Individually or in teams, write a report that discusses healthy relationships.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Identify the qualities and benefits of someone who is or might be a mentor.	<p>Role playing related to 1) giving voice to feeling confused or not sure and 2) knowing that when we are not sure, it is typically wise to give ourselves time to wait and reflect until we come to know what really feels right or wrong.</p> <p>Lead discussions to identify the importance and qualities of mentors. Ask students to think (or respond to a journal prompt about people who are or could be mentors in their lives. Ask students to interview adult family members on the topic of who their mentors were when they were younger. Ask them to report back or write a report.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Demonstrate capacity to provide leadership roles in cooperative learning.	<p>Provide students with opportunities to demonstrate leadership in cooperative learning or project-based learning. Provide support and guidance as needed.</p> <p>Provide authentic feedback when you observe students exhibiting leadership.</p> <p>In lessons, ask students to write about leaders in their community, identifying the qualities of those leaders.</p> <p>Students are able to differentiate between someone who is famous versus someone who has the characteristics they need to achieve life goals.</p>	

Table 2 - Relationship Skills, Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 3

Identifies and demonstrates approaches to addressing interpersonal conflict.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Describe what conflict is and feelings associated with it.	<p>Differentiate between conflict, bullying, harassment and intimidation.</p> <p>Define the word “conflict” as part of a vocabulary lesson. Ask students to talk about how conflicts make us feel. Teach a simple formula for handling conflicts and post it in the classroom. One such formula follows. Stop and calm down, take turns stating the problem, brainstorm possible solutions, together identify a way to deal with the problem and agree to try that way out.</p> <p>Routinely support students who have a conflict by helping them work through the classroom procedure for handling conflicts.</p> <p>Create a peace corner where students can go to calm down or work together to solve a problem. Assist students through the classroom procedures for handling conflicts.</p>	Arts, 0.1.2, Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Demonstrate understanding of the other’s point of view when there is conflict.	<p>Teach students how to formulate a simple I-statement and routinely invite them to practice when they are experiencing a problem or conflict.</p> <p>Stating how they feel using an I-statement to articulate their emotions and being able to discuss possible solutions.</p>	Common Core Math Standards, SMP 6, Attend to precision.
Kindergarten–Grade 3	Identify potential solutions to the conflict.	<p>Routinely practice a simple conflict resolution formula anytime there is a conflict.</p> <p>Engage in restorative practices to repair harm done to others.</p>	
Grades 4–5	Identify conflicts as a natural part of life.	Discuss various conflicts that occur among peers.	Social Studies, 3.3.3.8.1, Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.
Grades 4–5	Demonstrate the ability to state the problem from multiple perspectives.	Routinely encourage students to work through the steps of a conflict resolution formula, so that they gain experience stating and hearing a problem from multiple perspectives.	<p>Social Studies, 3.4.1.2.2, Compare and contrast two different accounts of an event.</p> <p>ELA, R6, Assess how point of view or purpose shapes the content and style of a text.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify solutions to interpersonal conflict that meet needs of self and others.	<p>Brainstorming session with students about solutions to interpersonal conflict – what are some ways that we can help solve conflict that will help everyone involved?</p> <p>Routinely encourage students to practice a classroom conflict resolution formula.</p>	<p>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>ELA, 4.8.1.1.e, 5.8.1.1.e, Cooperate and problem solve as appropriate for productive group discussion.</p>
Grades 4–5	Demonstrate ability to state the problem using I-statements.	Model and practice affective statements individually and in small groups.	
Grades 4–5	Understand differences between our intent and the impact of our actions/words.	<p>Ask students to write an essay about the difference between intent and the impact of our actions or words.</p> <p>Lead a discussion about the difference between intent and actual impact.</p> <p>During discussions of characters in literature, or figures in history, ask about the difference between what those people intended, and what actually happened as a result of their actions.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Reflect on their role in conflict.	Ask to reflect and write about a conflict situation and how they acted and the response. What could they have done differently to get a positive result?	Social Studies, 6.1.1.1.3, Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.
Grades 6–8	Identify how all parties in conflict might get their needs met – a win-win situation.	Teach conflict resolution skills. Develop a peer mentoring or conflict resolution program.	<p>Social Studies, 7.4.4.22.3, Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation.</p> <p>Social Studies, 7.4.4.23.2, Analyze the changing relations between the United States and other countries around the world in the beginning of the 21st century.</p> <p>Social Studies, 8.4.3.14.4, Analyze how Pacific Rim countries have achieved economic growth in recent decades.</p>

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Apply conflict resolution skills to de-escalate, defuse, and resolve differences.	<p>Teach a lesson that introduces various types of conflict resolution.</p> <p>Choose a conflict resolution formula to use any time students have a conflict.</p> <p>Routinely encourage students to use the conflict resolution strategy and provide authentic feedback when they do.</p>	<p>Social Studies, 7.4.4.22.3, Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation.</p> <p>Social Studies, 7.4.4.22.2, Analyze the social and political effects of the Cold War on the people of the United States.</p>
Grades 6–8	Identify positive support people to seek out in a conflict situation.	Ask students to develop a list of supports in and out of school. Ask them to write about the people they can seek out when they face a conflict.	
Grades 9–12	Evaluate and reflect on their role in a conflict and use this information to inform their behavior in the future.	Routinely use a conflict resolution formula with students.	Social Studies, 9.3.3.8.2, Describe the effects of nationalism and supranationalism on the establishment of political boundaries and economic activities.

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Demonstrate an ability to co-exist civilly in the face of unresolved conflict.	<p>Explore literature and biographies of characters who have dealt with unresolved conflict. Routinely ask students how these characters or figures co-existed civilly in the face of unresolved conflict.</p> <p>Show various videos about unresolved conflict and how people can co-exist with it.</p>	<p>Social Studies, 9.4.4.19.6, Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles.</p> <p>Social Studies, 9.4.4.19.7, Describe the content, context, and consequences of the 13th, 14th and 15th amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation.</p>
Grades 9–12	Access conflict resolution resources.	<p>Ask students to research resources in their school to help resolve conflicts.</p> <p>Create a list of resources available to students.</p>	

Grade Bands	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Describe and apply negotiation skills.	<p>Model good negotiation skills.</p> <p>Have students do a research project on effective negotiation. Present reports to class. Together as a class, identify a simple and effective negotiation formula. Allow students to role play using the negotiation formula. Post the formula in class.</p> <p>Encourage students to use the negotiation strategy when they need to negotiate. Provide authentic feedback when you notice them using good negotiation skills.</p> <p>Students engage in debate on various topics that students choose.</p>	Social Studies, 9.1.1.1.1, Demonstrate skills that enable people to monitor and influence state, local and national affairs.

Table 3 - Relationship Skills, Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.

Self-Awareness

Self-Awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations, and possessing a well-grounded sense of confidence and optimism.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Self Awareness competency, we’ve developed three learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals:

1. Demonstrates an awareness and understanding of own emotions.
2. Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets.
3. Demonstrates awareness of personal rights and responsibilities.

Learning Goal 1

Demonstrates an awareness and understanding of own emotions.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Recognize and label their emotions and feelings.	<p>Routinely talk about physical and emotional cues that tell us how we’re feeling in different situations and in age-appropriate ways. For example, with younger children say, “Some people are happy when they have a smile. Is that what you’re feeling? How can you tell on the inside you’re feeling happy?” Recognize that not all cultures express emotions in similar ways.</p> <p>Listen deeply to what students say and reflect what you heard about their feelings, e.g., “When I hear the kinds of things you’re saying, it sounds like you’re feeling very frustrated right now. Is that what you’re feeling?”</p>	Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Kindergarten–Grade 3	Identify positive and negative emotions.	<p>Schoolwide reading of “How Full Is Your Bucket.”</p> <p>Listen deeply to what students say and reflect what you heard about their feelings, e.g., “It sounds like you’re feeling very frustrated right now...,” “It sounds like you’re feeling very happy right now...”</p>	Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Identify emotions related to different situations or events.	<p>Throughout the day, ask students to stop and identify their emotion, asking why they feel the way they do.</p> <p>As part of discussing stories, have students identify a time when they may have had the same feelings as a character. Ask them to: discuss this in small groups, draw a picture or write simple sentences in their journals to describe how those situations caused them to feel the way they did.</p>	Art, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Grades 4–5	Develop more complex vocabulary to communicate their emotions and feelings.	<p>Students role play situations, which display variations in intensity.</p> <p>Provide vocabulary words such as thrilled, elated, mournful, rejected, disappointed or irate, and have students practice using those words in their writing.</p>	<p>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>ELA, L4.6, Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Distinguish degrees of their own emotional intensity.	<p>Discuss with students the basic emotions, and range of intensity within those emotions.</p> <p>Have students create “emotional thermometers” and discuss vocabulary words that fit at different levels, e.g., irritated versus irate. Refer to the thermometers with the whole class, e.g., before taking a quiz or going on a field trip. Independently check in with them when they seem to need support.</p>	Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Grades 4–5	Recognize the connection between their thoughts, emotions, and behaviors.	<p>Read an appropriate book for recognizing emotions and behaviors and discuss how it impacts them.</p> <p>As part of discussing stories, have students identify a time they may have had the same thoughts or feelings as a character and ask them to: discuss this in small groups, draw a picture, or write in their journals to describe how those situations caused them to think and feel the way they did.</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Describe how they physically respond to emotion.	<p>Demonstrate personal awareness through active play, mimicking animal and character behaviors, noticing how their body responds when they act out character emotions.</p> <p>Ask students to work in small groups to describe how different emotions make them feel physically. Or, have them respond to simple journal prompts that ask them to reflect on how emotions make them feel, such as, what does it feel like physically when you're happy, sad, excited, angry or nervous?</p>	<p>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Recognize the importance of complex emotions, such as an indicator of a situation that needs attention.	<p>During testing and other high-stress periods, lead class discussions about the importance of self-care, such as taking breaks, pacing yourself, breathing deeply and exercising. When students face challenging situations in math classes or with difficult lab experiments, or they appear to be under stress, routinely ask questions that help them identify their feelings, such as, “how are you feeling about this?”; “What do you need to do to handle this situation?”; “What are you doing to take care of yourself?”</p> <p>Have students identify moments where characters in the literature they are reading experience complex emotions. Discuss what these emotions are and why – using evidence from the text and inference – the character might be having the emotions and what they could do to resolve them.</p>	Arts, 6.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Analyze their emotional states that contribute to or detract from their ability to problem-solve.	In pairs or in small groups, ask students to share or reflect and write a response to journal prompts about a time they had a problem, and how emotions such as anxiety, anger or fear may have made it more difficult to solve the problem. Make the point that it's easier to make a good decision or solve a problem when we're calm.	
Grades 6–8	Assess emotional reactions in different contexts, such as face-to-face or through electronic communication.	In pairs or small groups, ask students to share or to reflect and write in response to journal prompts about how their emotions may be more or less strong in different situations with other people, e.g., face-to-face interactions, phone conversations, in text messages or other electronic communication.	
Grades 9–12	Distinguish emotions one holds from how others expect them to feel.	In pairs, small groups, or individually, ask students to reflect on journal prompts about how others may expect them to feel in certain situations and how that may be different from how they actually feel.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Describe how external events or internal thoughts can trigger multiple emotions.	<p>In pairs, small groups, or individually, ask students to reflect on journal prompts about how others may expect them to feel in certain situations and how that may be different from how they actually feel.</p> <p>In response to literature, ask students to think about what the author is thinking about or responding to, and how it appears to be triggering multiple emotions in the author at the same time.</p>	Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Grades 9–12	Describe how changing their interpretation of an event, for example through self-talk, can change how they feel about it.	<p>Share a time as a teacher when self-talk helped change the way you felt about a situation, e.g., “I was frustrated because my friend hadn’t called me when she said she would, but then I reminded myself how busy she was, and that it wasn’t personal, and I calmed down.”</p> <p>When students appear to be experiencing emotions that may interfere with their progress, ask dialoguing questions that help them identify opportunities to use self-talk to calm down, e.g., “I can tell you’re angry about what he did, but what could you say to yourself to help you calm down?” “What could you say to yourself to remind yourself that it’s important to wait until you’re calm to decide what to do?”</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Self-reflect to assess whether the intensity of their emotions “fit” a given situation.	When students appear to be experiencing emotions that may interfere with their progress, ask dialoguing questions that help them identify opportunities to use self-talk to calm down, e.g., “I can tell you’re angry about what he did, but what could you say to yourself to help you calm down?” “What could you say to yourself to remind yourself that it’s important to wait until your calm to decide what to do?”	Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 9– 12	Understand that identities and heritage practices shape the way one views, understands and interprets emotions.	When discussing characters in literature or historical figures or leaders, ask students (in pair shares, small groups, or in individual responses to journal prompts) to reflect on how the character or figure’s identity/heritage may have shaped their views and how they interpret their emotions. How is this different from the student’s experience?	Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.

Table 1 – Self-Awareness, Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Describe their personal qualities, such as likes and dislikes, needs and wants, strengths and challenges.	Students create an “All About Me” poster and post it in the hallway.	Common Core Math Standards, SMP 4, Model with mathematics.
Kindergarten–Grade 3	Describe an activity/task in which they may need help in order to be successful.	In different tasks over time, routinely ask students to think about when they need to ask for help, and who they can ask.	<p>Science, 2.1.1.2.1, Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.</p> <p>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Identify family, peer, school, community, cultural, and linguistic strengths.	Students complete an art project to celebrate things they love about their family and community.	<p>Science, 3.1.3.2.2, Science and engineering involves many kinds of work and engages men and women of all ages and backgrounds.</p> <p>Social Studies, 2.4.2.4.2, Describe how the culture of a community reflects the history, daily life or beliefs of its people.</p>
Grades 4–5	Describe the personal strengths and assets they possess that make them successful members of their school and community.	<p>Students are presented with a community or school need, and students identify a personal asset that would help address the need.</p> <p>Have students complete a project to identify their own personal interests or strengths, through drawing a picture or writing brief answers on a worksheet to share with a caregiver at home or in peer pair share.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 4, Model with mathematics.</p> <p>Common Core Math Standards, SMP 7, Look for and make use of structure.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Identify and explore opportunities to develop skills and talents.	<p>Ask students to identify their own personal strengths and weaknesses that they'd like to work on in an art project or journal activity.</p> <p>Routinely give students the opportunity to reflect on what they like to do and what they're good at. "I can tell you really liked the math/science project we just did. Why do you think you liked this activity especially?"</p> <p>Routinely give students the opportunity to reflect on what they like to read or what kinds of stories or poems they prefer and why. "Why do you think you liked this story especially?" or "Why do you think you like reading these kinds of books?"</p>	<p>Art, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 4–5	Determine ways to use family, school and community resources to accomplish tasks.	Help students identify a need in the community and develop a project to address the need. As part of the project, ask students to brainstorm and execute ways of using family, school and community resources to complete the project.	Science, 5.1.3.2.1, Describe how science and engineering influence and are influenced by local traditions and beliefs.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Self-reflect to recognize their strengths to meet a need and/or address a challenge.	Routinely provide authentic feedback and ask questions that help students reflect on their own strengths and interests, e.g., “I can tell you’re really enjoying this story. Can you tell me what about this is making you feel so energized, motivated, happy?” or “I can tell you’re really proud of how you did on this project. Can you tell me what about this you’re most proud of?”	Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning. Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 6–8	Analyze how their personal qualities and temperaments influence choices and successes.	Administer a school to work survey.	
Grades 6–8	Identify and enhance an individual affinity/interest group, such as an extracurricular group or after school group.	Routinely provide authentic feedback, e.g., “You are really good at X” or “I can tell you really love X.” Encourage students to sign up for school activities that will allow them to develop their interests, such as student council or an after school club. “Where Everybody Belongs” (WEB), is a middle school orientation/transition program that welcomes sixth- or seventh-graders and makes them feel comfortable throughout the first year of their middle school experience.	Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Evaluate strengths and challenges in relation to achieving goals (personal, academic and social).	Students complete a learning style inventory and discuss ways to leverage it.	<p>Common Core Math Standards, SMP 4, Model with mathematics.</p> <p>Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning.</p> <p>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 9–12	Identify things about themselves that they cannot change and devote their energy to something they can change.	As part of social studies or history class, read about historical figures who made a difference in their community. Create a community service project inspired by those individuals, a project that is based on a collective goal of students, and help students identify roles they can fill to support the work.	
Grades 9–12	Analyze how personal qualities help to contribute to community and family, based on identified interests and strengths.	<p>Encourage students to sign up for school activities.</p> <p>Ask students to respond to a journal prompt or essay question that asks them to reflect on how their interests, talents and skills contribute to their family and community.</p>	Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Examine the ways that one’s actions create unjust imbalances in opportunity, access, participation and success for particular groups of students.	<p>Reflect on roles in activities and the strengths and interests they bring to those teams or groups.</p> <p>Provide journal prompts or have students write an essay in response to a question that asks them to reflect on injustices in their community, and how the actions of different members of the community – including ourselves – may perpetuate those injustices.</p>	

Table 2 – Self-Awareness, Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 3

Demonstrates awareness of personal rights and responsibilities.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Describe what it feels like to feel safe and respected.	<p>Using school or classroom expectations, model and have children demonstrate responsible use and care of their own and others' belongings. Ask them how it feels when everyone respects each other and the classroom.</p> <p>Establish school and classroom expectations using the rights and responsibilities concept, e.g., "I have the responsibility to play safely at recess; I have the right to not be injured while playing at recess."</p> <p>Work with students to create positively stated, simple rules for the classroom. One example is "we listen respectfully when others are speaking."</p>	ELA, SLVML 3.7.d, Recognize safe practices in personal media communications.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Explain positive and negative consequences for their choices and actions.	<p>Engage students authentically in decision- and choice-making on policies such as classroom rules, school codes of conduct, and bullying and harassment policies and reporting/investigation protocols.</p> <p>Anytime students face a choice or decision, ask dialoguing questions that help them reflect on the consequences for each of the possible choices. For example, “If we do that next, what will happen?”</p>	<p>ELA, SLVML 3.7.d, Recognize safe practices in personal media communications.</p> <p>Social Studies, 3.2.1.1.1, Identify possible short- and long-term consequences (costs and benefits) of different choices.</p>
Kindergarten–Grade 3	Demonstrate responsibility in taking care of their own belongings.	Using school or classroom expectations, have children demonstrate ways to assert their right to feel respected by adults and classmates.	
Kindergarten–Grade 3	Demonstrate responsibility when using others’ belongings, e.g. asking permission and taking care of the belongings.	Routinely provide authentic feedback and ask students dialoguing questions that encourage them to reflect on how demonstrating responsibility is effective. E.g., “I saw the way you asked if you could use her marker and then returned it when you were done. Do you think she’ll be willing to let you use things once in a while when you need to in the future? Why?”	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Define their role in ensuring safety and respect for others.	Students create posters or drawings about safe and respectful environments, and discuss the roles of students and adults.	Art, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 4–5	Accepting positive or negative consequences of their own choices and actions.	Use restorative circle processes to assert rights and responsibilities.	<p>Science, 4.3.4.1.1, Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.</p> <p>Social Studies, 2.3.4.9.1, Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p>
Grades 4–5	Identify areas of personal responsibility.	Include “responsibility” as a vocabulary word. Lead a discussion about what personal responsibility means. Ask students to reflect on their personal responsibilities in response to journal prompts or in pair shares.	<p>ELA, SLVML 4.7.d, Recognize safe practices in social and personal media communications.</p> <p>ELA, SLVML 5.7.d, Recognize ethical standards and safe practices in social and personal media communications.</p> <p>Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Explain the benefits of being responsible to self and others.	As part of a reflection – in response to journal prompts or in pair shares – ask students to describe the benefits of being responsible to self and others.	
Grades 6–8	Demonstrate how to assert rights in a way that respects the rights of others.	<p>Students write newspaper articles, journal entries or create art showing personal and community aspects of safe and respectful environments.</p> <p>Students write newspaper articles, journal entries or create art to celebrate ways they or others have asserted their rights in a way that respects the rights of others.</p>	
Grades 6–8	Analyze the short and long-term outcomes of choices and behavior.	<p>Lead a discussion on the difference between short- and long-term consequences. For short term, focus on immediate or today consequences. For long term, focus on the effects a month or year from now or beyond.</p> <p>Anytime students face a decision, ask dialoguing questions that encourage them to think about short- and long-term consequences of their choices. E.g., “What will the outcomes of your decision be, today? “How might it affect you and your goals this semester?”</p>	Science, 7.4.4.1.2, Describe ways that human activities can change the populations and communities in an ecosystem.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Identify areas of control one has over situations in life.	Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.	
Grades 6–8	Defines their responsibility for the outcomes of safe, risky or harmful behaviors.	Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.	
Grades 9–12	Advocate for the rights of self and others.	Use four-square diagram to discuss different scenarios and analyze community rights and responsibilities versus personal rights and responsibilities and how they relate to each other. Apply this exercise to current events/issues as well as to students' personal goals.	
Grades 9–12	Describe how taking personal responsibility can lead to success.	<p>Give students a chance to role play in situations where students need to demonstrate self-advocacy – with teachers, parents or in higher education institutions.</p> <p>Help students identify an area of need in the community and organize a community service project. Celebrate completion of the project, including how they successfully took care of their areas of responsibility.</p>	Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Realize the level of control they have over their own lives and act accordingly.	Ask students to write essays about the things they can improve in themselves and in their lives, and identify something they'd like to do. Help them organize self-improvement or community-improvement projects.	Science, 9.4.4.1.2, Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

<p>Grades 9–12</p>	<p>Identify role(s) as a responsible community member.</p>	<p>Engage students authentically in decision- and choice-making on policies such as classroom rules, school codes of conduct, and bullying and harassment policies and reporting/investigation protocols.</p>	<p>ELA, SLVML 9.7.c, Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</p> <p>ELA, SLVML 9.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</p> <p>ELA, SLVML 11.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</p> <p>Science, 9.4.4.1.3, Describe contributions from diverse cultures, including Minnesota American Indian tribes and communities, to the understanding of interactions among humans and living systems.</p> <p>Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</p>
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Grade Band	Benchmark	Sample Activity	Related Academic Standards
			Social Studies, 4.1.4.6.2, Identify the major roles and responsibilities of elected and appointed leaders in the community, state and nation; name some current leaders who function in these roles and how they are selected.

Table 3 – Self-Awareness, Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.

Self-Management

Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Several key sets of skills provide a strong foundation for achieving school and life success. Knowing how to manage one’s emotions in a constructive manner enables one to handle stress, control impulses and motivate one’s self to persevere through obstacles to achieve short- and long-term goals. It is also critical for one to be able to establish and monitor progress towards achieving academic and personal goals.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Self-Management competency, we’ve developed two learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Learning Goals:

1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.
2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.

Learning Goal 1

Demonstrates the skills to manage and express one’s emotions, thoughts, impulses and stress in constructive ways.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress.	Have students identify common stressors, e.g., being told "No," losing a game, being left out, being frustrated, being teased, or feeling embarrassment. Have students identify strategies to cope with those stressors, including deep breathing techniques such as lying on the floor with a stuffed animal on their tummies and watching the toy rise and slowly fall as the child breathes slowly in and out, or shaking and watching a "glitter bottle" until all the glitter settles.	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them. Common Core Math Standards, SMP 6, Attend to precision.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Describe how feelings relate to thoughts and behaviors.	<p>When discussing stories, routinely ask students about a time they have felt the same way as a character in the story. How did the feelings of the character affect the character’s thoughts and behaviors? When something similar happened to students, how did their feelings affect their own thoughts and behaviors? Was it the same or different from the way the character acted?</p>	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Kindergarten–Grade 3	Recognize that they have choices in their behaviors.	<p>Read a story and discuss where the students would make different choices than a character and what the effects of those choices would have on the story.</p> <p>When handling discipline situations, ask students what choice they were making when deciding how to behave. How did their choice of how to behave affect what happened? Ask them how things might have worked out differently if they had chosen differently, e.g., if they had waited their turn instead of cutting in line.</p>	Social Studies, 2.2.1.1.1, Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Recognize the importance of not giving up (perseverance).	<p>Routinely ask students to brainstorm ways to motivate themselves when they face difficult situations. For example, in math, check in with students as they encounter difficult tasks and give appropriate feedback when they eventually succeed.</p> <p>Read biographical stories about historical figures or leaders who didn't give up. Talk about how their perseverance paid off, for themselves and for their communities.</p>	<p>Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 4–5	Use coping skills such as calming down, walking away, self-talk, seeking help or mediation to manage their emotions and behaviors.	Adults model self-talk and then discuss how they use it, e.g., “I’m really excited to see what’s inside the box or how the experiment turned out. I’m going to take a breath before I take a look. When I’m really excited I like to calm down before I do something, because I know I think well when I’m calm.”	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 6, Attend to precision.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Use constructive ways of expressing their emotions, thoughts, impulses and stress such as through using I-statements.	<p>Use fill-in-the-blank “I-statements” as a practice tool. I feel _____ (nervous or distracted) when _____, e.g., the music is so loud. I feel _____, e.g., sad or angry when _____, e.g., you say you’re going to text me and then you don’t.</p> <p>Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?), and how to handle emotions in appropriate ways.</p>	<p>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 6, Attend to precision.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Understand causes and effects of their emotions, thoughts, impulses, stress and distress.	<p>Read a story that demonstrates an internal conflict within a character, and students identify cause and effect of that conflict within a character.</p> <p>Establish shared classroom rules and expectations and consequences so that students can see the impact of their own actions and behaviors on outcomes.</p> <p>Routinely use a decision-making process to help students reflect on the causes and effects of their emotions and thoughts. For example, “What was the problem?” “How did it make you feel?” “What was the decision you made in this situation?” “What were the consequences for you and for others?” “How can we make this situation better?” “The next time you face this kind of situation and feel this way, what could you do differently so that this doesn’t happen?”</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Adapt for and overcome obstacles by demonstrating perseverance.	<p>Any time students face challenges, routinely ask them to brainstorm ways to motivate themselves and overcome obstacles. Ask them to think about how they can adapt to be more effective in the situation, including who they might ask for help.</p> <p>Ask students to write an essay about how they overcame obstacles to achieving a goal – such as completing challenging math tests or complicated science experiments – by demonstrating perseverance. Ask students to share their story with a partner.</p>	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 4–5	Analyze the relationship between your own ethical values – such as honesty, respect and integrity – and behavior.	Routinely read biographies of historical figures who demonstrated highly ethical values. Lead discussions about how their values influenced their actions. Ask students to write essays about their own ethical values, and how those values influence the way they behave toward others.	Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Apply strategies to manage stress.	<p>Discuss how students handle their stressors. Ask students to reflect on scenarios when they had a desired outcome versus non-desired outcome.</p> <p>Lead age-appropriate class discussion about how emotions can improve by changing our behavior. For example, “What can we do to make ourselves feel better when we’re feeling sad?” “Go to a caregiver for a hug,” “Listen to happy music,” “Dance to up music,” “Speak to a friend about the situation,” “Do something nice for someone else.”</p>	
Grades 6–8	Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.	Discuss ways that students can effectively and assertively advocate for themselves in different situations.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Evaluate the role attitudes play in being successful.	<p>Share your own story about times your attitude affected your success when you were a student, or as a teacher.</p> <p>Provide authentic feedback when you notice students showing a positive attitude. For example, “I know this math problem is challenging, but I like your attitude. You’re really sticking with it, and you’re not getting discouraged.”</p>	Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 6–8	Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building.	Ask students to respond to journal prompts that ask them to think about how their ethical values contribute to success or relationships. For example, “What are my values, and how do they make me a better friend? How will my values contribute to my success in school, my success in college, my success in the future...?”	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Apply strategies to motivate successful performance (perseverance).	Students develop a graphic organizer that compares and contrasts ways to express behavior and outcomes.	<p>Common Core Math Standards, SMP 4, Model with mathematics.</p> <p>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</p> <p>Common Core Math Standards, SMP 7, Look for and make use of structure.</p> <p>ELA, W6.10, 7.10, 8.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Grades 9–12	Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.	Highlight complex emotions when they occur in literature. Have students journal to reflect on how they might deal with complex emotions if they were in a similar position.	<p>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management.	<p>Students create a daily plan for mapping out school, activities, homework, and sleep/nutrition, etc.</p> <p>Routinely build in time at the beginning, in the middle or end of each day for students to create and reflect on their plan.</p>	ELA, W9.10, 11.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Evaluate how their behaviors influence the environment and society.	<p>Ask students to complete individual or group reports exploring how different behaviors they engage in affect the environment and/or society.</p> <p>Lead community service projects that address a community need, and ask students to evaluate how their actions affected the community. Possibly use math as one of the analytic tools to make evaluations.</p> <p>Organize environmental projects, asking students to think about human activity they engage in that affects the environment such as littering. Ask them to identify a goal to improve a situation in the environment. At its completion, ask students to evaluate how their actions affected the environment. Possibly use math as one of the analytic tools to make evaluations.</p>	<p>Social Studies, 2.3.4.9.1, Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p> <p>Science, 9.1.3.3.1, Describe how values and constraints affect science and engineering.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Analyze if they are behaving in line with ethical values and adjust accordingly.	<p>Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because they are upset. THINK: T - is it true? H - is it helpful? I - is it inspiring? N - is it necessary and K - is it kind? This activity could be part of the class norms as well.</p> <p>Give students opportunities to journal in order to reflect on choices they have made during the day and whether their choices are aligned to their own value systems. Where students' choices aren't aligned to their own values, have them reflect on why and how they might shift this.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 2, Reason abstractly and quantitatively.</p> <p>Science, 9.1.1.1.4, Explain how societal and scientific ethics impact research practices.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Develop strategies to overcome roadblocks (perseverance).	Any time students face challenges, brainstorm with them about ways to overcome those roadblocks. Be sure to encourage them to think strategically about who in their world can be helpful, and how to cultivate relationships with those individuals, so they can reach out to them when they need help.	

Table 1 – Self Management Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Identify personal goals with assistance from an adult.	Have students create a personal goal, hope or dream for the school year and display them in the classroom along with the steps they will need to take to reach it – a stairway activity.	
Kindergarten–Grade 3	Monitor progress towards personal goals with assistance from an adult.	Celebrate each step accomplished with a stairway activity.	Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Describe and implement simple steps necessary to achieve short-term goals.	Students are presented with a community or school need, and students identify a personal asset that would help address the need.	<p>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning.</p> <p>Science, 2.1.2.2.1, Identify a need or problem and construct an object that helps to meet the need or solve the problem.</p>
Kindergarten–Grade 3	Identify personal resources to achieve goals.	As part of a simple class project, e.g., a community service project, or anytime students are working on a goal, routinely brainstorm simple resources students can use to achieve their goal. Develop dialoguing questions about goals such as “What is our goal? What are the steps it will take to achieve our goal? What are some of the things that might make it hard for us to achieve our goal? What are some resources we have to help us achieve our goal? Who can we ask for help? How will we celebrate when we’re done?”	Common Core Math Standards, SMP 5, Use appropriate tools strategically.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Demonstrate the ability to receive and act on feedback.	Talk about how we can be respectful and listen when we receive feedback. Provide authentic feedback when students receive feedback well and when they act on it. For example, I saw the way you listened respectfully just now. I can tell you’re thinking about ways you can do better next time. What are you thinking you might do differently? What’s something you could do right now to make the situation better?”	<p>ELA, W0.5, Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELA, W1.5, Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>ELA, W2.5, Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>ELA, W3.5, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Identify goals across multiple domains (e.g., academic, personal, and social).	Help students identify individual goals, e.g., academic, athletic, personal, and social and help them organize projects in which they chart progress toward achieving daily and weekly goals. Similar projects can also be developed for small group or classroom goals. A classroom goal could be to reduce the time it takes for us to get settled in our desks in the morning.	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. ELA, 6.9.1.1b, 7.9.1.1b, 8.8.1.1b, Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Grades 4–5	Monitor progress toward goals across multiple domains.	Create projects that allow students to work toward a personal and/or classroom goal. Select the goal, break it into steps.	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Implement steps necessary to achieve their goals.	Anytime students are working toward achieving a goal, ask questions to help them identify and work through the steps necessary to achieve their goal. For example, What is your goal in this situation? What are sub-goals you think you could realistically accomplish in the next few weeks? How will you monitor your progress? Who will you ask for help? Who will you go to for moral support? How will you celebrate your achievements?	<p>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</p> <p>ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</p> <p>Science, 4.1.2.2.1, Identify and investigate a design solution and describe how it was used to solve an everyday problem.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Identify internal and external resources necessary to overcome obstacles in meeting goals.	<p>In collaboration with students, develop a school and community resource chart with internal and external support systems and resources.</p> <p>As a regular practice, any time students are working on goals, ask them questions that help them think about the resources they can use. Example questions are: What are the challenges you're facing in achieving your goal? What kinds of resources could you use to help you overcome the obstacle? Think about the resources chart we developed together. What kinds of resources did you find there that might be helpful? What are you going to try today?</p>	<p>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</p> <p>Science, 4.1.2.2.2, Generate ideas and possible constraints for solving a problem through engineering design.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Demonstrate the ability to actively engage in a feedback loop.	Build in time for reflection at the end of each day or week when students reflect on their plans or goals and assess whether they are making progress and think about what they may want to do to improve.	<p>ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</p> <p>ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</p> <p>Science, 4.1.2.2.3, Test and evaluate solutions, considering advantages and disadvantages for the engineering solution, and communicate the results effectively.</p>
Grades 6–8	Connect goal-setting skills to academic, personal and civic success.	Create individual and group goal projects that allow students to work on academic, personal or civic goals. Help them set up ways to monitor their progress, and develop routines for them to reflect each day or week on their progress.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Monitor progress towards goals and adjust steps as needed.	Schoolwide celebration of students who are actively participating in goal-achieving programs.	<p>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>Science, 6.1.2.2.1, Apply and document an engineering design process that includes identifying criteria and constraints, making representations, testing and evaluation, and refining the design as needed to construct a product or system to solve a problem.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Demonstrate the ability to balance and prioritize multiple goals.	Create a group writing project or science project – including project-based learning activities – to provide students with practice in balancing and prioritizing multiple goals that are associated with completion of any project.	<p>ELA, SLVML 6.6, 7.6, 8.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</p> <p>ELA, W6.5, 7.5, 8.5, With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</p>
Grades 6–8	Utilize internal and external resources to help achieve goals.	Students are involved in a college/career access program at their school that helps build connections to academic planning, goal-setting, future aspirations and how to utilize resources.	Common Core Math Standards, SMP 5, Use appropriate tools strategically.
Grades 6–8	Demonstrate the ability to filter feedback from adults and peers.	During a group experiment or writing project, ask students to ask adults and peers for feedback. Ask students to work in small groups to review the feedback and decide what feedback is helpful.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Develop both medium- and longer-term goals – by the end of the school year or in six months.	Use a planner to help students develop good goal-setting skills. Assignments are goals that can be broken down into smaller sub goals to teach good planning and goal setting. Create small groups designed to help students think about the steps needed to complete an assignment, e.g., doing research to gather information, outlining the report, drafting the report, proofing the report. They can use their planner to lay out the scheduled steps and monitor their progress. Build in rewards and celebrations for completing goals.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Monitor progress toward medium- and longer-term goals, and make adjustments to plan as needed.	<p>Students could interview someone in their career of choice or interview college-aged students to ask about how positive goal-setting helps in their career or in college.</p> <p>Ask students to identify a one-month academic or athletic goal and create a project to monitor their progress. As part of math or science, they might be asked to develop graphs to show progress.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>Science, 9.1.2.2.2, Develop possible solutions to an engineering problem and evaluate them using conceptual, physical and mathematical models to determine the extent to which the solutions meet the design specifications.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Identify action steps that connect current goals with future, long-term goals.	Take career interest surveys, researching different postsecondary choices, researching timelines/deadlines, knowing the importance of academic growth.	
Grades 9–12	Determine the appropriate outside resources that can help with responding to a personal, school, or civic need.	Make a list of outside resources who can support goal-setting.	Common Core Math Standards, SMP 5, Use appropriate tools strategically.
Grades 9–12	Analyze and implement feedback from multiple sources (peers, teachers, family).	For large group projects, ask teams of students to ask adults and peers to review an early draft of their project. Ask them to collect the feedback and then come together in their group to discuss and organize the feedback and to decide how to act on it to improve the final product.	<p>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>ELA, SLVML 9.6, 11.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.</p> <p>ELA, W11.6, Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Table 2 – Self Management Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.

Social Awareness

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Social awareness requires staff and educators to acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom. As school districts locally select, develop, prepare and deliver their own curricula, they may want to consider modifying their curricula to critique and redress issues of privilege and bias (e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes).

It is also important that students and educators:

- Understand their own cultural identity and its implications in interactions and toward school.¹
- Possess an affirming attitude toward all students.
- Develop constructive ways of engaging each other's practical knowledge.²
- Appreciate multiple and diverse perspectives in the classroom.³
- Examine the systemic structures and ideologies that justify inequalities.⁴
- Critically reflect on the socio-historic legacy of groups of people not benefitting from and being oppressed by U.S. public systems.⁵
- Acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom.⁶

¹ Gray, S. (2012). 5 Ways to Create a Culturally Responsive Classroom. Retrieved from <http://url.ie/z5n2>

² Gray, S. (2012).

³ Gray, S. (2012).

⁴ Garcia & Guerra. (2014). Deconstructing deficit thinking working with educators to create more equitable learning environments. *Education and Urban Society*, (36)2: 150168.

⁵ Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race, and the right to the city (Critical Social Thought)*. New York: Routledge.

⁶ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Review*, 84 (1), 7484.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Social Awareness Competency, we’ve developed four learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Social Awareness Learning Goals

1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.
2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.
3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.
4. Demonstrates awareness of external supports and when supports are needed.

Learning Goal 1

Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice.	During classroom read-aloud, stop periodically to ask students what a character is feeling and how the picture helps them to know this.	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. English language arts (ELA) Speaking, Viewing, Listening and Media Literacy (SLVML1) 0.1.c, listen to others and name emotions by observing facial expression and other nonverbal cues.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Recognize that others may experience situations differently from them.	<p>Ask questions during story time or reading time to help students reflect on the feelings of characters. Invite students to share when they have experienced similar feelings. Hearing other students’ answers helps all students become more socially aware.</p> <p>Have students play agree/disagree, where they go to different areas of the room if they agree or disagree with statements (e.g., “I like playing sports.”), then explain their answers.</p>	Common Core Math Standards, Standards for Mathematical Practice (SMP) 6, attend to precision.
Kindergarten–Grade 3	Anticipate reactions in others in response to a specific situation.	Students brainstorm a list of behaviors they feel would both help and hurt others (e.g., sharing candy may make your classmate smile; taking their pencil may make your classmate upset).	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify how their behavior affects the emotions of others.	<p>Have students analyze how characters’ behaviors affect others as part of an after reading journal reflection.</p> <p>Ask students to journal about a time when their behavior positively or negatively affected someone.</p>	
Grades 4–5	Demonstrate respect for others’ perspectives and point of views.	<p>Discuss how characters in a story show respect for others.</p> <p>Routinely model respectful behavior toward other teachers and students.</p> <p>Routinely elevate students when you observe them actively respecting another’s point of view, e.g., “I know you disagreed with Marissa’s perspective, but you were respectful in the way you responded.”</p>	<p>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Social Studies, 7.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p>Social Studies, 8.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify verbal, physical or situational cues that indicate how others may feel.	Provide examples from literature or video clips of various social cues that indicate how others may feel; include the examples during reading and social studies. Students could then work in small groups to talk about examples they have observed in their own life.	
Grades 6–8	Analyze how their behavior affects the emotions of others, and determine ways to adjust accordingly.	Have students journal or write a piece of narrative nonfiction about a time when their behavior had a positive or negative impact on someone they cared about or their community.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Summarize another’s point of view.	This summary can be done when students are using academic language to debate an issue or discuss different solutions to math problems. Then include an activity where students summarize the opposing point of view.	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Science, 8.1.1.1.1, Evaluate the reasoning in arguments in which fact and opinion are intermingled or when conclusions do not follow logically from the evidence given.</p> <p>English Language Arts, ELA, SLVML 6.1, 7.1, 8.1, Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own ideas clearly.</p> <p>ELA, SLVML, 6.3, 7.3, 8.3, Delineate a speaker’s argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Predict others’ feelings and perspectives in a variety of situations.	<p>Students write alternate endings to stories by changing the behavior of one character.</p> <p>Have students write scenarios and then share the scenarios with peers, who will predict how each character might feel and why.</p>	Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others.
Grades 6–8	Recognize the factors that impact how they are perceived by others.	Show video clips, such as Kid President clips on social issues, to help understand and learn social cues.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Express understanding of those who hold different opinions.	<p>Using current local issues, ask students to find examples of when people have expressed different opinions and how they dealt with that.</p> <p>Routinely provide authentic feedback when students behave respectfully toward others who hold different opinions.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others.</p> <p>Social Studies, 9.1.1.1.1, Demonstrate skills that enable people to monitor and influence state, local and national affairs.</p> <p>ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELA, RI (Reading, Informational Text,) 9.6, 11.6, Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Ask questions of others to deepen understanding of the perspective of others.	<p>Organize and encourage projects as part of ELA and social studies or history that explore different cultures and celebrate diversity.</p> <p>Provide students strategies for asking questions that deepen understanding and multiple opportunities to practice through doing oral histories or interviews with relatives. (Pair/share with partners).</p>	<p>Science, 9.1.1.2.3, Identify the critical assumptions and logic used in a line of reasoning to judge the validity of a claim.</p> <p>ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own ideas clearly and persuasively.</p>
Grades 9–12	Compare multiple perspectives on an issue.	<p>Hold formal debates about different local issues.</p> <p>Help students organize community service projects and routinely invite them to reflect on what they are learning about the experience of different groups of people.</p>	<p>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Science, 9.1.1.2.2, Evaluate the explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, pointing out statements that go</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
			<p>beyond the scientifically acceptable evidence, and suggesting alternative scientific evidence.</p> <p>Social Studies, 5.4.1.2.2, Explain a historical event from multiple perspectives.</p> <p>Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.</p> <p>Social Studies, 6.4.4.19.3, Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.</p> <p>ELA, SLVML 9.1.d, 11.1.d, Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others.	<p>Have students describe a time when they felt someone was empathetic to them—how did that feel? How do others feel when we are empathetic to them? Possible creation of school-wide empathy posters – this could be done at all levels.</p> <p>Consistently model empathy and kindness toward others. Routinely include comments that recognize how others may be feeling such as, “I can tell you’re excited,” or “I can tell this makes you sad.”</p> <p>Routinely provide authentic feedback when you observe students act with kindness or empathy toward others.</p>	
Grades 9–12	Differentiate between the factual and emotional content of what a person says.	Using literature or current events, discuss how emotions may point to “what’s true for them” or perspective versus factual as objectively true. Consider events when “objectively true” may not be valid.	

Table 1 – Social Awareness Learning Goal 1: Benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Describe ways that people are similar and different.	Make a list of ways that people are similar and different (e.g., age, height, hair color, eye color) and note how differences provide rich assets and contours to learning for the betterment of all. Post the list in the classroom.	<p>Social Studies, 0.3.2.3.1, Identify the physical and human characteristics of places, including real and imagined places.</p> <p>Social Studies, 0.4.2.4.1, Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p> <p>Social Studies, 1.3.2.3.1, Compare physical and human characteristics of a local place and a place far away on a globe or map.</p> <p>Social Studies, 1.4.2.4.1, Compare and contrast family life from earlier times and today.</p> <p>Social Studies, 2.4.2.4.1, Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Describe positive qualities in others.	Make a list of positive words that we can use to describe people. Post list in the classroom.	
Kindergarten–Grade 3	Use respectful language and actions when dealing with conflict or differences of opinions.	<p>“I statements” provide a way of being respectful during conflict resolution. Create opportunities for students to fill in the blanks about different situations: “I feel _____ when you _____ because _____.”</p> <p>Teach a simple conflict resolution formula students can use with help from an adult in conflict situations. Assist students in implementing it. For example, the formula could be: stop and calm down, take turns stating the problem and how you feel in an “I statement,” identify a solution that works for both, agree to try it out.</p>	Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Describe benefits of personal qualities of others and why everyone shouldn't be the same.	<p>Activities could include leveraging living museums or storytelling from community members and parents/families who represent the entire school community. Audit to gather student feedback on their learning activities.</p> <p>Ask students to interview members of their family and write reports about the qualities of people who have improved the lives of others.</p>	
Grades 4–5	Offer alternative ways for addressing conflict or differences of opinions with peers.	When selecting, developing, preparing and delivering their own curricula, educators should modify the curricula to critique and redress issues of privilege and bias, e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify contributions of various social and cultural groups.	<p>Create assignments to explore other cultures, traditions, languages and history.</p> <p>Invite families to come to social studies to share about individuals who have made a difference in their community.</p>	<p>Arts, 4.1.1, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Science, 5.1.3.2.1, Describe how science and engineering influence and are influenced by local traditions and beliefs.</p> <p>Social Studies, 8.3.3.5.1, Describe the locations of human populations and the cultural characteristics of the United States and Canada.</p>
Grades 4–5	Define and recognize examples of stereotyping, discrimination and prejudice.	Celebrate historical figures and characters who resisted stereotypes or worked to promote justice and equality for others.	
Grades 6–8	Analyze how people of different groups can help one another and show appreciation for one another.	Implement a social studies curriculum such as “Facing History and Ourselves” or “Teaching Tolerance,” to promote cultural awareness and respect for others.	Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Describe ways that communities and cultures are similar and different.	Use cooperative learning and project-based learning to build diverse working groups.	<p>Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Social Studies, 4.4.2.4.1, Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</p> <p>Social Studies, 7.4.2.4.1, Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the 19th- and 20th-centuries.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Recognize how similarities and differences in cultural norms and social cues affect the way people interact.	Teach a unit on media literacy and have students analyze media to identify who is being featured in commercials, shows, etc., and whether the people featured are reinforcing positive or negative stereotyping.	<p>Science, 8.1.3.2.1, Describe examples of important contributions to the advancement of science, engineering and technology made by individuals representing different groups and cultures at different times in history.</p> <p>ELA, 7.4.6.6, Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.</p> <p>ELA, 8.5.9.9, Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic. Identify where the texts disagree on matters of fact or interpretation.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Explain how decisions and behaviors of individuals affect the well-being of schools or communities.	Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society.	<p>Science, 8.3.4.1.2, Recognize that land and water use practices affect natural processes, and that natural processes interfere and interact with human systems.</p> <p>Science, 7.4.4.1.2, Describe ways that human activities can change the populations and communities in an ecosystem.</p>
Grades 9–12	Demonstrate respect for individuals from different social and cultural groups.	Have students identify opportunities for civic engagement and service learning at the local level in the community. Help students organize a service learning project.	<p>ELA, 11.4.9.9, Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of American literature, including American Indian and other diverse cultures’ texts. Demonstrate how two or more texts from the same period treat similar themes or topics.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Demonstrate understanding of apparent and not apparent community/cultural practices, customs and ways of making meaning that impact communities differently.	Reflection activity about what students learned about the activity.	<p>Science, 9.1.3.2.1, Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.</p> <p>Arts, 9.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p>
Grades 9–12	Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures.	Students select a topic of interest or concern in their local community. Have them compare this topic of concern to concerns on the national level, considering community reaction and involvement.	
Grades 9–12	Evaluate strategies for recognizing and opposing stereotyping, prejudice and discrimination among individuals, institutions and social structures.	Implement a social studies curriculum such as “Facing History and Ourselves” to promote cultural awareness and respect for others.	

Table 2–Social Awareness Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 3

Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Identify and execute responsibilities that contribute to their classroom.	Give students classroom jobs and have discussions about how they are helpful to the group.	Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.
Kindergarten–Grade 3	Identify how they help others, e.g., feed the dog, share, or clean up when asked.	Ask students to create an art project or write simple essays about how they help others every day or week.	Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. Science, 0.1.1.2.1, Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others.
Kindergarten–Grade 3	Express how they feel when they help others.	Students create a collage of daily personal and family activities and circle examples of when they or others are helping, and describe how it feels.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Work collaboratively with peers to identify, understand and respond to a social need. This work could be a community or school service project.	Play small group games that involve cooperating and problem solving with others to complete a task. Then, reflect on their experience.	
Grades 4–5	Describe what they learned about themselves in helping others.	Ask students to create an art project or write simple reports about their activities.	
Grades 4–5	Identify and perform tasks that contribute to their school and community.	Adopt a community service project. Have students reflect on what they learned about the project.	<p>Arts, 4.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Arts, 4.1.2, Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.</p>
Grades 6–8	Explain how individual attitudes and behaviors affect the well-being of their school or community.	Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society.	
Grades 6–8	Learn about social movements, such as civil rights, abolition and suffrage, and the leaders of the movements and strategies.	Create opportunities for participation in civic engagement at the school level.	Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
			<p>and consequences associated with the decision made on each issue.</p> <p>Social Studies, 6.4.4.18.1, Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes.</p> <p>Social Studies, 6.4.4.18.2, Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.</p> <p>Social Studies, 6.4.4.18.3, Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process.</p> <p>Social Studies, 6.4.4.20.3, Describe the effects of reform movements on the political and social</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
			<p>culture of Minnesota in the early 20th-century.</p> <p>Social Studies, 7.4.4.18.3, Identify causes and consequences of Antebellum reform movements, including abolition and women's rights.</p> <p>Social Studies, 7.4.4.19.3, Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples.</p> <p>Social Studies, 7.4.4.20.3, Compare and contrast reform movements at the turn of the 20th century.</p> <p>Social Studies, 7.4.4.20.5, Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the 19th Amendment.</p> <p>Social Studies, 7.4.4.21.2, Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Work collaboratively with peers to analyze and address a shared school initiative.	Adopt a community project. Have students reflect about what they learned about the project.	
Grades 9–12	Work collaboratively with peers to analyze and address a shared social cause.	Students complete a service project. Students complete a follow-up article, where they discuss the project’s impact and evaluate what they would do the same or differently the next time.	ELA, 9.9.8.8, As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)
Grades 9–12	Analyze the impact of their involvement in an activity to improve their school or community.	Involve students in creating a youth vote lesson and have them identify a religious/cultural/civic group that addresses common good.	Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Grades 9–12	Compare and contrast the role of government versus social movements and versus social institutions, such as religious, cultural and	Create inter-generational leadership projects that engage youth in learning and working with	Social Studies, 9.4.4.18.1, Analyze the differential impact of technological change and innovation on regional economic

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
	<p>civic groups, in defining and addressing the common good.</p>	<p>educators to improve the climate of the school.</p>	<p>development and labor systems.</p> <p>Social Studies, 9.4.4.18.2, Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.</p> <p>Social Studies, 9.4.4.18.3, Analyze changes in the United States political system, including the simultaneous expansion and constriction of voting rights and the development of new political parties.</p> <p>Social Studies, 9.4.4.18.4, Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements.</p> <p>Social Studies, 9.4.4.18.5, Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.</p> <p>Social Studies, 9.4.4.18.6, Evaluate the responses of both enslaved and free</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
			<p>blacks to slavery in the antebellum period.</p> <p>Social Studies, 9.4.4.20.6, Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.</p> <p>Social Studies, 9.4.3.10.1, Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world.</p>

Table 3 – Social Awareness Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 4

Demonstrates awareness of external supports and when supports are needed.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Identify an adult they can trust.	<p>Define trust as a vocabulary word.</p> <p>Ask students to list qualities of a person they would trust.</p>	Social Studies, 2.2.4.5.1, Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Explain situations when students may need help.	<p>Create a lesson to teach the difference between big/small problems and have students give example scenarios.</p> <p>Routinely support students in seeking help from others.</p> <p>Model out loud how to ask for help, e.g., “I’m going to ask the principal if she knows who could help us with that. She knows a lot of people in the community. I will find a time she’s not busy to ask.”</p>	
Kindergarten–Grade 3	Understand how and where to get help in an emergency situation.	Students’ role play simple “what if” situations and discuss how to handle the situations, e.g., “What if you couldn’t find your book bag?”; “What if you saw someone who was hurt in the playground?”	Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.
Grades 4–5	Recognize qualities of positive peer and adult role models.	<p>Ask students to respond to a journal prompt or write an essay about traits of role models.</p> <p>Students list and describe adult relationships they have.</p>	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Distinguish situations when students need support versus when they don't.	Lead a discussion about the types of situations where students may need help. Have students create two lists. In one list, have them write situations when we may need support. In the other list, write situations where we can handle it on our own. For each item on the "situations that we need support" list, include a discussion of how and who to ask for help.	
Grades 4–5	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	<p>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide.</p> <p>Ask students to respond to journal prompt about whom they ask for help.</p> <p>Ask students to write an article about helpful people in the school, and post it on the bulletin board.</p>	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Apply qualities of positive peer and adult role models to self.	<p>In journal prompt, ask students to list traits of role models or otherwise describe a person or people they admire.</p> <p>Ask students to list and describe adult relationships that are important to them and share about that in pairs or small groups.</p>	
Grades 6–8	Recognize a situation when support was needed but students did not ask for it.	<p>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide.</p> <p>Ask students to write an article about helpful people in the school, and post it on the bulletin board.</p>	
Grades 6–8	Analyze whether peers, school, and community members are supportive or non-supportive in accomplishing goals.	For a report or project-based learning, have teams of students analyze whether the school community is supportive or non-supportive, based on its policies, practices, and resources.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Seek out peer and adult role models who will help students achieve goals.	<p>In a journal prompt or essay, ask students to describe possible mentors, including individuals from their family, community or school. In a small- or a large-group discussion, ask students to share why they may need a mentor and who can fill that role.</p> <p>Routinely ask students questions about whom they can ask for help any time they face a challenge.</p>	
Grades 9–12	Access family, peer, school, and community resources when support is needed.	As part of project-based learning, or for a research project, develop a list of resources both in and out of school.	
Grades 9–12	Develop systems of support that contribute to school and personal success.	For an individual report or as part of team learning, ask students to identify systems of support and report on program involvement and outcomes achieved.	

Table 4 – Social Awareness, Learning Goal 4: benchmarks, sample activities and related academic standards by grade band.

Responsible Decision-Making

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

It's important for students to develop good interpersonal skills that allow them to both collaborate with their peers and communicate effectively with adults. It's also vital that students learn how to make good decisions autonomously. There are many ways to help students develop good decision-making skills. In the classroom, the best way to foster this skill is to present students with choices in a variety of contexts. It's important to create a student-centered atmosphere where students feel their thoughts and opinions can be expressed and are valued.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Responsible Decision-Making competency, we've developed two learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach S mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Responsible Decision-Making Learning Goals

1. Considers ethical standards, social and community norms and safety concerns in making decisions.
2. Applies and evaluates decision-making skills to engage in a variety of situations.

Learning Goal 1

Considers ethical standards, social and community norms and safety concerns in making decisions.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Identify and follow shared bus, classroom and school norms.	As a class, develop simple, positively stated rules. Create a visual reminder for students, e.g., walk don't run in the hall; raise your hand to speak; one person speaks at a time. Post the rules in high-traffic areas in school.	
Kindergarten–Grade 3	Identify and illustrate safe and unsafe behaviors.	Teach "safe" and "unsafe" as vocabulary words. Ask students to work together as a class to decide if a list of behaviors are "safe" or "unsafe" (e.g., riding on a bike path while wearing a helmet; riding in a car without wearing a seatbelt; walking close to the edge of a cliff; crossing the street at a crosswalk while holding an adult's hand).	ELA, SLVML 3.7.d, Recognize safe practices in personal media communications.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Understand that decisions can have positive and negative effects on themselves and others.	<p>Play a game of night at the museum, where students pretend to be statues in a museum. They don't want to be "caught" moving by the janitor's flashlight. Debrief with questions regarding decisions made by players so they were not "caught."</p> <p>Use story time to discuss how characters made decisions, and how their decisions effected themselves and others.</p> <p>In social studies, read biographies of leaders, and discuss their decisions and the effects of the decisions on others.</p>	Social Studies, 2.2.3.3.1, Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.
Grades 4–5	Contribute to school safety by supporting classroom, lunchroom, and playground shared norms and rules.	Work with students to create and enforce simple, positively stated, shared classroom and school community norms.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify ways certain decisions or choices effect short- and long-term goals.	Use a decision-making formula (e.g., stop and calm down, identify the decision to be made, identify the options, research the consequences of each option, choose what’s best for you, try it out, and reflect on how well the decision worked).	Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.
Grades 4–5	Identify positive and negative consequences of decisions for oneself and others.	<p>Consider the prompt “If I (the student) were the co-author of the rules/codes of conduct, what, if anything, would I change in the rules?”</p> <p>Ask students to write a response to a journal prompt, or create an art project that shows a decision and the positive and negative consequences for self and others. Have students share in small groups.</p>	Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.
Grades 6–8	Analyze the reasons for school rules and local laws and identify the ethical values and social norms they support.	<p>Use teachable moments, including discipline, to talk about the reasons for school rules and local laws.</p> <p>In response to a journal prompt, ask students to reflect on the reasons for school rules or local laws.</p>	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Monitor how decision-making affects progress toward achieving a goal, through reflection on past choices, and social and community norms.	Routinely ask students to reflect on how decision-making affects progress toward their goals (e.g., if you decide to go to a sleepover tonight, how will that affect your goal of getting a good grade on the test tomorrow?). Ask how and why they might do things differently, if given the chance.	Science, 6.1.2.1.1, Identify a common engineered system and evaluate its impact on the daily life of humans.
Grades 6–8	Recognize the effect of peer pressure on decision-making.	Ask students to write in response to a journal prompt about how peer pressure, including perceptions about what peers are thinking, affects decision-making. Use examples in literature to discuss how peer pressure, including perceptions about what peers are thinking, may have influenced a character’s decision.	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions.	<p>As part of vocabulary in ELA, or in social studies, discuss (and/or possibly do reports or respond to journal prompts about) the meaning of “personal responsibility,” “ethics” and “norms.”</p> <p>Assign reports that ask students to learn about a figure in history who showed personal responsibility and ethics. Ask how their sense of responsibility and ethics affected their decisions.</p> <p>Ask students to write essays, in language arts or social studies, about how they behave responsibly and ethically.</p> <p>When developing shared classroom rules in any class, discuss personal responsibility, ethics and norms, and how they shape our behavior toward one another.</p>	<p>ELA, SLVML 9.7.d, Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</p> <p>Science, 9.1.3.3.1, Describe how values and constraints affect science and engineering.</p> <p>Science, 9.1.1.1.5, Identify sources of bias and explain how bias might influence the direction of research and the interpretation of data.</p> <p>Science, 9.1.1.1.4, Explain how societal and scientific ethics impact research practices.</p>
Grades 9–12	Assess lessons learned from past experiences and mistakes when making decisions.	Ask students to create a visual map of a decision they made, describe the outcome, and identify potential areas for improvement.	

Table 1 – Responsible Decision-Making Skills, Learning Goal 1 – benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Applies and evaluates decision-making skills to engage in a variety of situations.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Implement "Stop, Think and Act" strategy when making decisions.	<p>Show students a stop sign, explain what the stop sign means and discuss how the stop sign can be used in the classroom—it can be used as a prompt to stop and think about their behaviors before taking action.</p> <p>Routinely encourage students to use “stop, think and act” anytime they face a choice or decision.</p> <p>Provide authentic feedback when you observe students making good decisions.</p>	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Kindergarten–Grade 3	Demonstrate cooperation with social and classroom norms and procedures.	Create simple, positively shared expectations or rules as a class to show students have a voice in the development and implementation of norms and procedures.	<p>Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.</p> <p>Social Studies, 3.1.1.1.1, Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.</p> <p>ELA, SVLML 0.1, 1.1, 2.1, 3.1, Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.</p>
Kindergarten–Grade 3	Explain the consequences and rewards of actions on self, other, or group.	Teach a vocabulary lesson on “consequences.” During story time, routinely ask students what the consequences of a character’s decision were.	Social Studies, 2.2.3.3.1, Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Identify a variety of decisions/problems that students have at school.	Ask students to write in response to a journal prompt, or work together in pairs or small groups, to identify decisions and problems students face at school, and effective ways they might handle them (i.e., options).	
Grades 4–5	Generate alternative solutions to their identified problems.	<p>Ask students to brainstorm in small groups alternative solutions to problems they face, individually, and as a class.</p> <p>Use examples from literature to ask students to generate alternative solutions and/or alternative choices a character could have made.</p> <p>Use examples from history to ask students to generate alternative solutions and/or alternative choices a historical figure could have made, and how it might have affected events.</p>	ELA, SVLML 4.1.e, 5.1.e, Cooperate and problem solve, as appropriate, for productive group discussion.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 4–5	Assess consequences of possible solutions for the identified problems and demonstrate methods for reaching consensus or a decision.	<p>Establish a decision-making formula for the class (stop and calm down, identify the problem or choice, consider the alternatives, choose, try it out).</p> <p>Routinely encourage students to practice their decision-making formula, anytime they face a decision.</p> <p>Routinely ask students about the options and consequences of each, anytime they face a choice or decision.</p> <p>Provide students with authentic feedback anytime they are working through a decision.</p>	Science, 4.1.2.1.1, Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
Grades 4–5	Evaluate the results of their actions after making a decision.	Give students authentic feedback that helps connect their good decisions to positive consequences for their learning, the classroom community, etc.	Science, 5.3.4.1.3, Compare the impact of individual decisions on natural systems.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Identify and apply the steps of systematic decision-making, using creativity and innovation.	<p>Ask students to use creative art expression to identify an area of decision-making.</p> <p>Ask students to respond to journal prompt that asks them to identify a time they have applied the decision-making formula and how it worked.</p>	<p>Social Studies, 4.1.1.1.1, Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.</p> <p>Social Studies, 4.2.1.1.1, Apply a reasoned decision-making process to make a choice.</p> <p>Social Studies, 5.2.1.1.1, Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.</p> <p>Social Studies, 7.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices.</p> <p>Social Studies, 8.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Gather additional information from multiple sources to generate alternative solutions.	<p>Students complete a project where they actively seek outside sources of information to inform decision-making.</p> <p>Routinely encourage students to explore and research the likely outcomes of any choice, anytime they face a choice or decision.</p>	<p>Science, 7.1.1.2.4, Evaluate explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, and suggesting alternative explanations.</p> <p>ELA, W 6.7, 7.7, 8.7, Write arguments to support claims with clear reasons and relevant evidence.</p>
Grades 6–8	Discuss alternatives in relation to multiple contextual factors.	<p>Routinely encourage students to explore and research the likely outcomes of any choice, anytime they face a choice or decision.</p> <p>Give students authentic feedback that helps connect their good decisions to positive consequences for their learning, the classroom community, etc.</p>	

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 6–8	Analyze how decision-making skills affect study habits and academic performance.	<p>Create, agree to, and help students understand logical consequences, discussing them frequently.</p> <p>Routinely encourage students to think about and discuss how decision-making affects their academic performance and study habits.</p>	
Grades 9–12	Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.	Read current events and discuss how a decisions was made and evaluate the quality of the decision against a clearly defined criteria (e.g., did the individual appear to follow a good decision-making strategy?).	Science, 9.1.1.2.1, Formulate a testable hypothesis, design and conduct an experiment to test the hypothesis, analyze the data, consider alternative explanations, and draw conclusions supported by evidence from the investigation.

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Identify and ask systematic questions that clarify various points of view and lead to the best solution.	<p>Routinely encourage students to seek additional information, anytime they face a decision.</p> <p>Provide authentic feedback about the process they use to arrive at the best solution, anytime they face a decision.</p>	<p>Science, 9.1.1.2.2, Evaluate the explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, pointing out statements that go beyond the scientifically acceptable evidence, and suggesting alternative scientific evidence.</p> <p>ELA, SVLML 9.1 and 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELA, W 9.7 and 11.7, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

Grade Band	Benchmarks	Sample Activities	Related Academic Standards
Grades 9–12	Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.	<p>Ask students to connect their academic progression with future life goals.</p> <p>Routinely encourage students to seek additional information and evaluate all options, anytime they face a decision.</p> <p>Provide authentic feedback about the process they use to arrive at the best solution, anytime they face a decision.</p>	<p>Science, 9.1.1.2.3, Identify the critical assumptions and logic used in a line of reasoning to judge the validity of a claim.</p> <p>ELA, W 9.7, and 11.7, Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA, RI 9.8, Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
Grades 9–12	Analyze how their present decision-making affects college and career choices.	<p>Provide planners for students to list their goals and set deadlines for accomplishing those goals and completing projects.</p> <p>Ask students to write essays or respond to journal prompts about their college and career goals. Ask students to analyze how their current decision-making affects their progress toward achieving those goals.</p>	Science, 9.1.3.2.2, Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.

Table 2 – Responsible Decision-making Skills, Learning Goal 2 – benchmarks, sample activities and related academic standards by grade band.