

# Grades 1-3 Standards

Identify and manage one's emotions and behavior. 1A.A

**A1** Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs. 1A.A.1

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**A2** Name the emotions felt by characters in stories. 1A.A.2

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**A3** Identify ways to calm yourself. 1A.A.3

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**A4** Describe a time you felt the same way a story character felt. 1A.A.4

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**A5** Discuss classroom and school rules. 1A.A.5

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**A6** Share feelings (e.g., through speaking, writing, drawing) in a range of contexts. 1A.A.6

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**B1** Describe how various situations make you feel. 1A.B.1

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**B2** Describe your physical responses to strong emotions. 1A.B.2

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**B3** Recognize that feelings change throughout the day. 1A.B.3

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**B4** Demonstrate patience in a variety of situations. 1A.B.4

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**B5** Demonstrate a range of emotions through facial expressions and body language. 1A.B.5

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**B6** Practice self talk to calm yourself. 1A.B.6

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**C1** Identify a range of emotions you have experienced. 1A.C.1

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**C2** Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 1A.C.2

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**C3** Recognize mood changes and factors that contribute to them. 1A.C.3

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**C4** Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play). 1A.C.4

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**C5** Distinguish among intensity levels of an emotion. 1A.C.5

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**C6** Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 1A.C.6

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**C7 Practice deep breathing to calm yourself.** 1A.C.7

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**D1 List positive strategies for handling conflict.** 1A.D.1

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**D2 Explain why characters in stories felt as they did.** 1A.D.2

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**D3 Distinguish among emotions you might feel in various situations.** 1A.D.3

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**D4 Use “I-statements” to express various emotions.** 1A.D.4

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**D5 Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).** 1A.D.5

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**D6 Demonstrate an awareness of how your behavior affects others.** 1A.D.6

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**D7 Practice different strategies for handling upsetting situations.** 1A.D.7

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**Recognize personal qualities and external supports.** 1B

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**A1 Identify things you like to do.** 1B.A.1

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**A2 Identify the values that help you make good choices.** 1B.A.2

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**A3 Identify the people who can give you the help you need.** 1B.A.3

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**A4 Describe things you do well.** 1B.A.4

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**A5 Identify reliable adults from whom you would seek help in an emergency.** 1B.A.5

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**A6 Describe situations in which you feel confident.** 1B.A.6

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**A7 Describe situations in which you feel you need help.** 1B.A.7

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**A8 Demonstrate a special skill or talent you have.** 1B.A.8

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**B1 Identify the personal traits of characters in stories.** 1B.B.1

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**B2 Describe an achievement that makes you feel proud.** 1B.B.2

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**B3 Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).** 1B.B.3

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**B4 Identify various helpers in the school community.** 1B.B.4

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**B5 Analyze how you might have done better in a situation.** 1B.B.5

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**B6 Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).** 1B.B.6

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**C1 Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).** 1B.C.1

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**C2** Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). 1B.C.2

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**C3** Explain how practice improves your performance of a skill. 1B.C.3

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**C4** Analyze the positive qualities of role models. 1B.C.4

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**C5** Analyze what it is about school that is challenging for you. 1B.C.5

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**C6** Draw a picture of an activity your family likes to do together. 1B.C.6

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**C7** Demonstrate ways to ask for help when needed. 1B.C.7

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**D1** Identify something you would like to be able to do better. 1B.D.1

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**D2** Describe ways in which you contribute to the school community. 1B.D.2

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**D3** Describe ways in which you help out at home. 1B.D.3

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**D4** List ways families can support students in school. 1B.D.4

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**D5** Describe how peers can support each other in school. 1B.D.5

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**D6** Measure your progress toward a personal goal. 1B.D.6

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**Demonstrate skills related to achieving personal and academic goals. 1C**

**A1** Recognize the relationship between what you want to accomplish and setting goals. 1C.A.1

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**A2** Explain the various aspects of being successful in school. 1C.A.2

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**A3** Describe a behavior you would like to change. 1C.A.3

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**A4** Give an example of an academic goal you could set for yourself. 1C.A.4

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**A5** Give an example of a personal goal you could set for yourself. 1C.A.5

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**A6** Divide a goal you have set into manageable steps. 1C.A.6

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**B1** Identify a situation you want to change. 1C.B.1

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**B2** Identify the progress that you have made toward achieving your goal. 1C.B.2

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**B3** Explain the relationship between success in school and becoming what you want to be. 1C.B.3

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**B4** Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention). 1C.B.4

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**B5** Make a plan for how to improve your performance in a school subject. 1C.B.5

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**B6** Make a plan for how to achieve a personal goal. 1C.B.6

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**B7** Use self-talk to reward yourself for accomplishments. 1C.B.7

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**C1** Recognize how distractions may interfere with achievement of a goal. 1C.C.1

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**C2** Recognize that present goals build on the achievement of past goals. 1C.C.2

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**C3** Describe the steps you have made toward achieving a goal. 1C.C.3

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**C4** Differentiate between short and long term goals. 1C.C.4

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**C5** Monitor your progress toward achieving a personal or academic goal. 1C.C.5

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**C6** Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 1C.C.6

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**D1** Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience). 1C.D.1

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**D2** Recognize how conditions and people have contributed to your achievement of a goal. 1C.D.2

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**D3** Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test). 1C.D.3

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**D4** Identify factors you could not change that prevented you from achieving a recent goal. 1C.D.4

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**D5** Evaluate what you might have done differently to achieve greater success on a recent goal. 1C.D.5

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**Recognize the feelings and perspectives of others.** 2A

**A1** Recognize that others may interpret the same situation differently from you. 2A.A.1

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**A2** Recognize that others may feel differently from you about the same situation. 2A.A.2

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**A3** Describe how others are feeling based on their facial expressions and gestures. 2A.A.3

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**A4** Explain how interrupting others may make them feel. 2A.A.4

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**A5** Explain how sharing with and supporting others may make them feel. 2A.A.5

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**A6** Recognize how changing your behaviors can impact how others feel and respond. 2A.A.6

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**B1** Identify verbal, physical, and situational cues in stories. 2A.B.1

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- B2** Recognize the value of sharing diverse perspectives. 2A.B.2
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- B3** Explain why characters in stories feel as they do. 2A.B.3
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- B4** Analyze how students being left out might feel. 2A.B.4
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- B5** Describe how different people interpret the same situation. 2A.B.5
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- B6** Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 2A.B.6
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- C1** Distinguish between nonverbal and verbal cues and messages. 2A.C.1
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- C2** Analyze alignment and non-alignment of verbal and non-verbal cues. 2A.C.2
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- C3** Role-play the perspectives and feelings of characters from a story. 2A.C.3
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- C4** Paraphrase what someone has said. 2A.C.4
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- C5** Demonstrate a capacity to care about the feelings of others. 2A.C.5
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- C6** Demonstrate an interest in the perspective of others. 2A.C.6
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- D1** Label others' feelings based on verbal and non-verbal cues in different situations. 2A.D.1
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- D2** List strategies to support students who are left out or bullied. 2A.D.2
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- D3** Describe how one feels when left out of an activity or group. 2A.D.3
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- D4** Describe how one feels when bullied. 2A.D.4
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- D5** Predict possible responses to a range of emotions. 2A.D.5
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- D6** Use "I-statements" to let others know that you have heard them. 2A.D.6
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**Recognize individual and group similarities and differences.** 2B

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- A1** Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). 2B.A.1
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- A2** Recognize that all people are similar in the needs they share. 2B.A.2
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- A3** Participate in the development of classroom rules. 2B.A.3
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- A4** Describe rules that help students treat each other fairly. 2B.A.4
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- A5** Demonstrate how students help each other (e.g., sharing, not interrupting). 2B.A.5
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- A6** Demonstrate honesty and fairness while playing or working with others. 2B.A.6
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- B1** Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability). 2B.B.1
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- B2** Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 2B.B.2
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- B3** Recognize that people who share a cultural tradition differ from one another in other ways. 2B.B.3
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- B4** Recognize how diversity enriches a community. 2B.B.4
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- B5** Compare and contrast various family structures. 2B.B.5
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- B6** Reflect on your experiences with people of different age groups. 2B.B.6
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- C1** Describe human differences depicted in stories. 2B.C.1
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- C2** Describe how interactions with individuals from different cultures enrich one's life. 2B.C.2
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- C3** Recognize that people from different cultural and social groups share many. 2B.C.3
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- C4** Analyze how people of different groups can help one another and enjoy each other's company. 2B.C.4
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- C5** Analyze the impact of differing responses to human diversity on literary characters. 2B.C.5
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- C6** Participate in an activity or simulation that allows you to experience life from the perspective of another group. 2B.C.6
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- C7** Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping). 2B.C.7
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- D1** Recognize the different social groups in school. 2B.D.1
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- D2** Recognize the different cultural groups in school. 2B.D.2
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- D3** Compare and contrast social groups. 2B.D.3
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- D4** Compare and contrast cultural groups. 2B.D.4
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- D5** Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 2B.D.5
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- D6** Develop strategies for building relationships with others who are different from oneself. 2B.D.6
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**Use communication and social skills to interact effectively with others** 2C

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- A1 Describe appropriate ways to seek group entry.** 2C.A.1
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- A2 Use “please” and “thank you” appropriately.** 2C.A.2
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- A3 Raise one’s hand for recognition.** 2C.A.3
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- A4 Pay attention when someone else is speaking.** 2C.A.4
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- A5 Follow directions given at school.** 2C.A.5
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- A6 Take turns and share toys and other resources with classmates.** 2C.A.6
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- A7 Practice sharing encouraging comments with others.** 2C.A.7
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- A8 Practice saying “no” to protect yourself from unsafe situations.** 2C.A.8
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- B1 Discuss ways of initiating contact with someone you don’t know.** 2C.B.1
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- B2 Discuss how to be a good friend.** 2C.B.2
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- B3 Greet others by name.** 2C.B.3
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- B4 Make and respond appropriately to introductions.** 2C.B.4
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- B5 Summarize a plan for making friends.** 2C.B.5
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- B6 Use appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).** 2C.B.6
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- B7 Participate in establishing and enforcing ground rules for class and group/team efforts.** 2C.B.7
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- C1 Recognize when it is appropriate to give a compliment.** 2C.C.1
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- C2 Practice introducing everyone in your class.** 2C.C.2
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- C3 Demonstrate how to give a compliment.** 2C.C.3
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- C4 Demonstrate appropriate responses to receiving a compliment.** 2C.C.4
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- C5 Use “I-statements” to express how you feel when someone has hurt you emotionally.** 2C.C.5
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- C6 Demonstrate expressing appreciation to someone who has helped you.** 2C.C.6
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- D1 Identify ways to build positive relationships with peers, family and others.** 2C.D.1
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- D2 Identify attributes of cooperative behavior in a group setting.** 2C.D.2
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- D3 Demonstrate cooperative behaviors in a group.** 2C.D.3

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**D4 Practice reflective listening (e.g., I messages, paraphrase).** 2C.D.4

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**D5 Demonstrate how to initiate conversation with a new student.** 2C.D.5

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**D6 Develop a plan that supports the improvement of behaviors within a group.** 2C.D.6

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**Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways** 2D

**A1 Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).** 2D.A.1

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**A2 Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).** 2D.A.2

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**A3 Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.** 2D.A.3

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**A4 Distinguish between constructive and destructive ways of resolving conflict.** 2D.A.4

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**A5 Use puppets to act out and resolve conflict situations.** 2D.A.5

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**A6 Practice self-calming techniques for anger management as a way to de-escalate conflict situations.** 2D.A.6

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**B1 Recognize various methods of resolving conflict.** 2D.B.1

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**B2 Explain what a rumor is and how it hurts others.** 2D.B.2

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**B3 Identify ways of refusing negative peer pressure.** 2D.B.3

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**B4 Explain how conflict can turn to violence.** 2D.B.4

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**B5 Analyze how misunderstanding what someone said or did could cause conflict.** 2D.B.5

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**B6 Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.** 2D.B.6

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**C1 Identify bullying behavior and how it affects people.** 2D.C.1

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**C2 Explain what happens when a conflict is not resolved.** 2D.C.2

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**C3 Describe ways to stop rumors.** 2D.C.3

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**C4 Analyze how an inability to manage one's anger might cause a conflict to get worse.** 2D.C.4

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**C5** Interpret whether the actions of literary characters were accidental or intentional. 2D.C.5

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**C6** Examine how one's favorite literary character handles conflict. 2D.C.6

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**D1** Identify the consequences of a solution. 2D.D.1

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**D2** Identify assertive, passive and aggressive conflict resolution behaviors. 2D.D.2

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**D3** Describe conflicts you have experienced and how you dealt with them. 2D.D.3

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**D4** Explain how resolving a conflict with a friend could strengthen the friendship. 2D.D.4

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**D5** Generate alternative solutions for a conflict. 2D.D.5

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**D6** Demonstrate constructive conflict resolution strategies in the classroom. 2D.D.6

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Consider ethical, safety, and societal factors in making decisions. 3A

**A1** Identify and follow bus, classroom, and school safety rules. 3A.A.1

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**A2** Recognize appropriate touch; and avoid inappropriate touch. 3A.A.2

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**A3** Explain how taking or destroying another's property makes them feel 3A.A.3

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**A4** Explain why hitting or yelling at somebody is hurtful and unfair. 3A.A.4

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**A5** Identify reliable sources of adult help. 3A.A.5

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**A6** Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult). 3A.A.6

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**A7** Draw pictures of ways to help others. 3A.A.7

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**B1** Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don't know). 3A.B.1

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**B2** Explain why it is important to treat others as you would want to be treated. 3A.B.2

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**B3** Analyze how rules your family uses help its members get along together. 3A.B.3

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**B4** Contribute to school safety by supporting classroom, lunchroom and playground rules. 3A.B.4

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**B5** Participate in creating and enforcing classroom rules. 3A.B.5

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**B6** Demonstrate sharing and taking turns. 3A.B.6

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- C1** Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). 3A.C.1
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- C2** Identify physical sensations and emotions that indicate a threat or danger. 3A.C.2
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- C3** Describe the consequences of breaking classroom or school rules. 3A.C.3
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- C4** Analyze the consequences of lying. 3A.C.4
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- C5** Depict ways to help others (e.g., list, draw, cartoons). 3A.C.5
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- C6** Evaluate various approaches to responding to provocation. 3A.C.6
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- C7** Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment). 3A.C.7
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- D1** Identify factors that make a situation unsafe. 3A.D.1
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- D2** Recognize the consequences to oneself and others of dishonest behavior. 3A.D.2
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- D3** Evaluate how others influenced your decisions (e.g., family, church, team, club membership). 3A.D.3
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- D4** Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs). 3A.D.4
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- D5** Demonstrate respect for the property of others. 3A.D.5
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- D6** Demonstrate internet safety. 3A.D.6
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- D7** Show what it means to accept responsibility for one's actions with regard to school work. 3A.D.7
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**Apply decision-making skills to deal responsibly with daily academic and social situations. 3B**

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- A1** Recognize that one has choices in how to respond to situations. 3B.A.1
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- A2** Describe calming strategies. 3B.A.2
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- A3** Brainstorm alternative solutions to problems posed in stories and cartoons. 3B.A.3
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- A4** Use "I-statements" in expressing feelings. 3B.A.4
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- A5** Implement stop, think, and act (plan) strategies in solving problems. 3B.A.5
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- A6** Practice group decision making with one's peers in class meetings. 3B.A.6
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- A7** Identify foods and behaviors that keep the body healthy. 3B.A.7
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- B1** Describe the use of self-talk to calm down. 3B.B.1
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- B2** Brainstorm alternative solutions to interpersonal problems in the classroom. 3B.B.2
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- B3** Analyze how your tone of voice influences how others respond to you. 3B.B.3
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- B4** Analyze the consequences of alternative choices. 3B.B.4
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- B5** Make healthy choices regarding snacks. 3B.B.5
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- B6** Demonstrate reflective listening. 3B.B.6
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- B7** Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire). 3B.B.7
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- C1** Describe ways to promote the safety of oneself and others. 3B.C.1
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- C2** Describe the steps of a decision-making model. 3B.C.2
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- C3** Brainstorm alternative solutions to completing an assignment on time. 3B.C.3
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- C4** Practice progressive relaxation. 3B.C.4
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- C5** Demonstrate wise choices in selecting friends. 3B.C.5
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- C6** Demonstrate group decision making. 3B.C.6
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- C7** Plan healthy meals. 3B.C.7
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- D1** Generate alternative solutions to problems. 3B.D.1
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- D2** Analyze the consequences of alternative solutions to selected scenarios. 3B.D.2
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- D3** Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life. 3B.D.3
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- D4** Demonstrate the steps of a decision-making process: define the problem, say how you feel, identify contributing factors, set a goal, identify alternative solutions and the consequences of each, select the best solution, and evaluate the results. 3B.D.4
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- D5** Apply a decision-making model to solve an interpersonal problem. 3B.D.5
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- D6** Apply a decision-making model to academic challenges. 3B.D.6
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- D7** Demonstrate awareness that feelings influence one's decisions. 3B.D.7
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**Contribute to the well-being of one's school and community. 3C**

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- A1** Identify how you currently help out at home and what else you might do for a caregiver or sibling. 3C.A.1
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- A2** List ways that students can help their class run more smoothly. 3C.A.2
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- A3** Express how you feel about helping out in class or at home. 3C.A.3
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- A4** Describe what you learned about yourself in helping out in class and at home. 3C.A.4
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- A5** Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.). 3C.A.5
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- A6** Participate in making and enforcing class rules. 3C.A.6
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- B1** Identify a way you can help improve your local community. 3C.B.1
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- B2** Describe what you have done to make a positive difference in your class or school and how this made you feel. 3C.B.2
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- B3** Brainstorm ways to help your teacher address a shared concern. 3C.B.3
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- B4** Volunteer to help out at home in a way that goes beyond what you are expected to do. 3C.B.4
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- B5** Participate in developing a class policy on teasing. 3C.B.5
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- B6** Plan and implement a project to improve your local community. 3C.B.6
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- C1** Describe what you learned about your school or community from your participation in a recent service project. 3C.C.1
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- C2** Describe what you learned about yourself from participation in this project. 3C.C.2
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- C3** Analyze the impact on the need addressed of a recent service project in which you participated. 3C.C.3
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- C4** Analyze what you would do differently next time. 3C.C.4
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- C5** Communicate the results of a school or community service project to a parent or community group. 3C.C.5
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- C6** Write a letter to a newspaper editor on a community problem such as homelessness. 3C.C.6
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- D1** Identify ways that community workers assist residents in protecting and improving neighborhoods. 3C.D.1
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- D2** Analyze your rights and responsibilities as a member of your school community. 3C.D.2

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**D3** Discuss your reasons for voting as you did in a simulated local, state, or national election. 3C.D.3

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**D4** Participate in making and enforcing classroom rules. 3C.D.4

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**D5** Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean). 3C.D.5

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**D6** Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election. 3C.D.6