



C.A.R.E.S.

Standards for a Course of Study
for
Social and Emotional Learning Skills

FLY FiVE[®]

INTRODUCTION

Social and emotional learning is often defined as a single construct, but this overlooks the fact that the discipline is actually composed of a pair of complementary, and perhaps inextricably linked, sets of skills and abilities: social and emotional.

Social learning is defined as one's growing ability to:

- Cooperate and contribute for oneself and the greater good;
- Make positive contributions to one's group (family, team, etc.), community, and society (local and global);
- Work, play, learn, do business with, and relate to others through one's words, actions, interactions, decisions, behaviors, attitudes, and dispositions; and
- Demonstrate a social consciousness, a strong sense of self, and the attitudes and disposition of good citizenship.

Social learning focuses primarily on oneself in relationship to others, including demonstrating responsible citizenship and acting in ethical ways for the benefit of not just oneself but also for society.

Emotional learning is defined as one's growing ability to:

- Recognize one's own emotions and expression of emotions;
- Understand how feelings and emotional expressions can influence one's words, actions, interactions, decisions, behaviors, attitudes, and dispositions; and
- Manage those feelings and emotional expressions in order to maintain calm, focus, and goodwill toward oneself and others, make effective decisions, and solve problems in a successful manner.

Emotional learning focuses primarily on one's relationship with oneself, more specifically one's responses to emotions and how one learns to recognize and manage those emotions to stay on a trajectory that leads to the best and most desirable outcome.

Social and emotional competence prepares students to learn, play, work, and form friendships and relationships in school with people who are different from them, and to learn to manage change more effectively. It enables students to be more cooperative and responsible, to become increasingly in control of their own behavior, and to make good choices and decisions for themselves.

As they prepare to go beyond the school walls, students will face the push and pull of societal dilemmas that will require them to be respectful, empathetic, and assertive. Social and emotional skills will empower them to be citizens who exhibit prosocial behaviors and demonstrate respect for self, others, and property.

Cognitive skills and outcomes improve when students have social and emotional competence, giving credence to the notion that the social and emotional curriculum is as important as the academic curriculum.

THE DEVELOPMENT OF THE C.A.R.E.S. STANDARDS FOR A COURSE OF STUDY

The C.A.R.E.S. Standards for a Course of Study is a response to the need for a set of developmentally progressive social and emotional standards that can be taught within and across sociocultural boundaries and constructs. The research and development of the Standards was conducted over a two-year period. The planning, research, and field study to develop the Standards occurred in the latter part of 2016 and early 2017. The organizing of the study results, drafting, and final development took place in the latter part of 2017.

The C.A.R.E.S. Standards are based on the five social and emotional competencies that were identified through research conducted by Center for Responsive Schools in 1985. These competencies form the C.A.R.E.S. framework.

The five social and emotional competencies that form the C.A.R.E.S. framework are:

Cooperation	Assertiveness	Responsibility	Empathy	Self-Control
The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, and to be a contributing member of the classroom and community in which one lives, works, learns, and plays.	The ability to take initiative, to stand up for one's ideas without hurting or negating others, to seek help, to persevere with a challenging task, and to recognize one's individual self as separate from the environment, circumstances, or conditions one is in.	The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.	The ability to recognize, appreciate, or understand another's state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others.	The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

Each competency contains a set of educational standards that describe what a socially and emotionally competent learner should know and be able to do. The standards for each competency meet the following criteria:

1. Similar and relevant for differing sociocultural and educational contexts
2. Relevant for successful engagement in the global and local community
3. Prepare students for current and future experiences in learning, play, work, relationships, and business

Each standard includes the age- and grade-level skills that students should learn and be able to demonstrate to show their developmentally appropriate readiness in each competency. The skills represented in these standards meet the following criteria:

1. Developmentally appropriate for the age and grade level
2. Progressive from one age and grade to the next level
3. Contribute to and are predictive of success in and out of school
4. Intended to support students as they:
 - Better their abilities to read, speak, write, and listen
 - Improve their skills with numbers and technology
 - Think, reason, wonder, and express curiosity
 - Appreciate and value music, art, culture, movement, and athletics
 - Manage themselves and know how to cooperate well with others

BUILDING SOCIAL AND EMOTIONAL COMPETENCE

One can find, in almost every school (or district) mission statement, an intention to prepare students for citizenship and success in their everyday life experiences. This means that the school not only intends to provide an academically engaging learning experience in the core curriculum but also has placed equal priority on providing a high-quality education that builds students' competence through the social and emotional, exploratory, and elective curriculums.

While there has been much attention, resources, schedule time, and materials allocated to exploratory and elective curriculum during the school day, less attention, resources, and time have been allocated to the social and emotional curriculum. In the past ten years, however, there has been a growing recognition supported by a large and growing body of research that the social and emotional curriculum is not only as important as the core curriculum, it is also an important contributor to high academic engagement and success (Day & Connor, 2017; Durlak et al., 2011; Duckworth et al., 2007). And with that recognition comes the understanding that time given to teaching the social and emotional curriculum is not a distraction from, an addition to, or a usurper of important learning, but a key and critical component of a high-quality education that prepares students in alignment with the school's (or district's) mission and intention.

All learning is social and emotional. Students need explicit instruction that helps them develop and demonstrate social and emotional competence in order to be successful while learning and in friendships, play, work, and other activities outside and beyond school. Competence is a cluster of related skills, knowledge, abilities, and dispositions that enables a person to act effectively in a given role, task, responsibility, situation, or circumstance.

These social and emotional competencies are needed for almost every social relationship and for success in the workplace (Gauvain, 2018; Fehr & Schurtenberger, 2018); for improving willingness to seek help, express needs, and develop self-confidence (Saint Louis, 2019); for the ability to contribute to a civil classroom, school, workplace, community, and society, which is a prerequisite for global citizenship (Williams, 2008); for becoming a better peer, friend, colleague, and family member (Miller, 2019); and for achievement in school and accomplishment outside of school (Duckworth & Seligman, 2005).

Competence is an indicator that a student (or adult) has sufficient knowledge and skills that enable them to be successful with increasing frequency and regularity in a specific area. Social and emotional competence is developmental and grows over time and with practice. It's not enough to say to a student "Be cooperative," because cooperation skills are different at age 7 than they are at age 12; students learn the developmental skills for cooperation because we deliberately and explicitly teach them, much in the same way they learn math, reading, or writing skills.

Building students' social and emotional competence requires (1) envisioning and creating an environment that supports learning and practicing social and emotional skills; (2) building adult knowledge and skills and providing resources to explicitly teach social and emotional skills; and (3) prioritizing resources—instructional time and materials—to ensure that students have the best opportunities to learn and practice these skills.

Social and emotional learning happens when students are provided the time to learn and practice developmentally appropriate skills that prepare them for citizenship and for success in everyday life, and when educators are provided the professional development and well-designed curriculum

to deliver instruction. No one is born with these skills; they must be taught, learned, and practiced. As parents and educators, most of us can draw on our own experiences as evidence that social and emotional learning skills benefit us in learning, work, life, play, relationships, and business, and in managing adversity and meeting challenges and difficult circumstances with hope and resilience and a greater sense of efficacy to solve our problems or successfully resolve conflict.

How C.A.R.E.S maps to Casel's SEL Competencies

Cooperation 	Relationship Skills
Assertiveness 	Self-Awareness
Responsibility 	Responsible Decision-Making
Empathy 	Social Awareness
Self-Control 	Self-Management

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Cooperation:

The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, and to be a contributing member of the classroom and community in which one lives, works, learns, and plays.

- **STANDARD 1:** Able to make and keep friends
- **STANDARD 2:** Works with others toward a common goal
- **STANDARD 3:** Resolves differences quickly
- **STANDARD 4:** Cooperates as a group leader or a member of the group
- **STANDARD 5:** Exhibits helpfulness

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Able to make and keep friends.		
C.1.1 Welcomes or invites others to join in	C.1.2 Takes turns	C.1.3 Not mean when interacting with others
2. Works with others toward a common goal.		
C.2.1 Shows characteristics of a good team player	C.2.2 Compromises to work together	C.2.3 Recognizes when group goal is worthy of being prioritized over dislike for tasks needed to reach the goal C.2.4 Accepts when one's ideas presented to a group are not used C.2.5 Includes others in one's thinking process
3. Resolves differences quickly.		
C.3.1 Compromises to play together	C.3.2 Accepts waiting one's turn	C.3.3 Willing to independently resolve conflicts with peers
4. Cooperates as a group leader or a member of the group.		
C.4.1 Participates well as a member of the group C.4.2 Listens and asks questions C.4.3 Follows directions	C.4.4 Understands that there is a purpose to roles within the group C.4.5 Able to choose group members C.4.6 Understands how group members contribute	C.4.7 Willing to change roles in the group C.4.8 Joins group in timely manner as it forms C.4.9 Can remind peers to stay focused
5. Exhibits helpfulness.		
C.5.1 Independently recognizes when others need help	C.5.2 Helps others with prompting and guidance	C.5.3 Helps with less desirable tasks and activities when asked

3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Able to make and keep friends.		
C.1.4 Able to expand friendships outside of established ones	C.1.5 Puts others first when appropriate C.1.6 Disagrees without sulking	C.1.7 Able to identify the characteristics of healthy friendships
2. Works with others toward a common goal.		
C.2.6 Accepts group failure without blaming others	C.2.7 Displays sportsmanship in competition C.2.8 Approach to competition is not detrimental to others	C.2.9 Able to identify one's strengths and how they connect to the group task
3. Resolves differences quickly.		
C.3.4 Willing to reach mutually agreeable solutions through conversation	C.3.5 Uses conflict resolution techniques to independently resolve conflict with peers	C.3.6 Uses conflict resolution techniques to resolve problems that involve the whole class
4. Cooperates as a group leader or a member of the group.		
C.4.10 Participates well as a member of the group regardless of one's role C.4.11 Participates well as a member of the group regardless of the roles of others	C.4.12 Effectively communicates with all members of the group	C.4.13 Listens to understand rather than to respond
5. Exhibits helpfulness.		
C.5.4 Recognizes how completing some tasks can positively affect classroom peers	C.5.5 Sees the benefit to helping others outside the classroom	C.5.6 Helps others without expecting something in return

6th Ages 10–12	7th Ages 11–13	8th Ages 12–14
1. Able to make and keep friends.		
C.1.8 Understands the ups and downs that come with maintaining a friendship	C.1.9 Behaves respectfully toward all peers	C.1.10 Accepts constructive criticism from peers
2. Works with others toward a common goal.		
C.2.10 Motivated to do one's part when completing a group task	C.2.11 Puts in same effort for group success as for individual success C.2.12 Helps others when in need C.2.13 Open to new ideas and able to weigh their value	C.2.14 Works with others on a shared goal even when one disagrees on other matters
3. Resolves differences quickly.		
C.3.7 Acts as mediator to diffuse conflicts between peers	C.3.8 Knows when to seek adult help to resolve conflicts with others	C.3.9 Willing to reach a compromise when conflicts arise with an individual C.3.10 Willing to reach a compromise when conflicts arise within a group
4. Cooperates as a group leader or a member of the group.		
C.4.14 Knows how to use humor appropriately C.4.15 Can seek help for oneself or others to move the group forward	C.4.16 Recognizes when to contribute to a conversation and when to just listen	C.4.17 Can problem-solve for oneself or others to move the group forward C.4.18 Can be animated and passionate about a topic without disrupting the group's progress
5. Exhibits helpfulness.		
C.5.7 Knows how much help to offer in a specific situation C.5.8 Can communicate why there are limitations in offering help in a specific situation	C.5.9 Recognizes how opportunities to help others relates to one's personal interest	C.5.10 Extends altruistic intentions to global or societal issues



Assertiveness:

The ability to take initiative, to stand up for one's ideas without hurting or negating others, to seek help, to persevere with a challenging task, and to recognize one's individual self as separate from the environment, circumstances, or conditions one is in.

- **STANDARD 1:** Expresses strong emotions and opinions effectively
- **STANDARD 2:** Able to seek help
- **STANDARD 3:** Shows openness and honesty
- **STANDARD 4:** Persists through challenging events
- **STANDARD 5:** Takes the initiative to do what is right, fair, and just
- **STANDARD 6:** Makes choices one feels good about later

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Express strong emotions and opinions effectively.		
A.1.1 Expresses emotions of anger, frustration, and sadness without hurting others	A.1.2 Can tell why one feels fear, anger, sadness, mistrust, and disgust	A.1.3 Listens to the ideas and opinions of others despite strong emotions
2. Able to seek help.		
A.2.1 Accepts help to learn to be independent	A.2.2 Can recognize situations when there is a need to ask for help	A.2.3 Willing to seek help and advocacy from adults
3. Shows openness and honesty.		
A.3.1 Freely shares ideas with others	A.3.2 Can explain reasons for one's actions A.3.3 Gives an honest answer or opinion when asked	A.3.4 Can recognize the value in being open and honest with others
4. Persists through challenging events.		
A.4.1 Shows patience with oneself when learning something new A.4.2 Takes risks to learn new things	A.4.3 Speaks positively about oneself when faced with a challenge	A.4.4 Can see positive possibilities when faced with a challenge or disappointment
5. Takes the initiative to do what is right, fair, and just.		
A.5.1 Offers help to others in need A.5.2 Asks to join in with a group A.5.3 Maintains a conversation by taking turns	A.5.4 Shows awareness of what's right and fair	A.5.5 Able to connect morally right choices to specific outcomes
6. Makes choices one feels good about later.		
A.6.1 Can tell the difference between behaviors that lead to positive consequences and those that lead to negative consequences	A.6.2 Able to say no to things with negative consequences	A.6.3 Able to take the initiative to work toward a positive outcome

3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Express strong emotions and opinions effectively.		
A.1.4 Can identify stress in oneself	A.1.5 Able to express oneself in difficult or stressful moments	A.1.6 Able to get along with others even when one is disagreed with
2. Able to seek help.		
A.2.4 Unafraid to ask for help with learning	A.2.6 Asks for help even if feeling embarrassed or ashamed	A.2.7 Seeks help when unable to resolve conflict with peers
A.2.5 Knows how to ask for help when feeling fearful or unsafe		
3. Shows openness and honesty.		
A.3.5 Tells the truth when asked to explain one's actions	A.3.6 Admits mistakes and missteps	A.3.7 Can explore how opinions are shaped
		A.3.8 Can explore how opinions shape one's interactions with others
4. Persists through challenging events.		
A.4.5 Completes work from start to finish without giving up	A.4.6 Accepts failure as a part of learning	A.4.8 Does not quit after failing to meet a goal
	A.4.7 Does not quit after making a mistake	A.4.9 Willing to put in effort to work through difficulties on one's own
5. Takes the initiative to do what is right, fair, and just.		
A.5.6 When faced with a choice, makes the morally right decision	A.5.7 Tries different approaches when things don't go as expected	A.5.8 Can advocate on behalf of oneself with peers or adults
		A.5.9 Can advocate for others with peers or adults
6. Makes choices one feels good about later.		
A.6.4 Avoids speaking or acting in ways that can be hurtful to others	A.6.6 Can recognize when decisions are negatively influencing peers or making them uncomfortable	A.6.7 Makes decisions independent of peer influence
A.6.5 Refuses to agree to things that make one uncomfortable		A.6.8 Chooses to use one's time in ways that will help achieve a goal

6th Ages 10–12	7th Ages 11–13	8th Ages 12–14
1. Expresses strong emotions and opinions effectively.		
A.1.7 Recognizes the need for and sets firm boundaries for oneself and others	A.1.8 Listens to opposing opinions of others openly	A.1.9 Able to disagree with an adult logically, passionately, and respectfully
2. Able to seek help.		
A.2.8 Seeks help with matters important to one's overall well-being	A.2.9 Seeks help to remove barriers to personal goals	A.2.10 Seeks help with plans for the future
3. Shows openness and honesty.		
A.3.9 Can form an opinion while being open to the perspective of others	A.3.10 Expresses opinions even when feeling left out or unheard	A.3.11 Diplomatically shares ideas and opinions on controversial issues
4. Persists through challenging events.		
A.4.10 Resists labeling oneself as a failure because of past actions or opinions of others	A.4.12 Sees failure as a part of the growth process	A.4.13 Connects the idea of challenge to growth
A.4.11 Shows belief in one's abilities		
5. Takes the initiative to do what is right, fair, and just.		
A.5.10 Can understand how one's mistakes produce specific outcomes	A.5.11 Can name one's strengths and weaknesses	A.5.14 Able to take the initiative to have a positive effect on societal inequalities
	A.5.12 Can recognize and accurately describe emotions to inform actions	
	A.5.13 Works to rectify one's mistakes	
6. Makes choices one feels good about later.		
A.6.9 Able to connect specific behaviors to negative consequences	A.6.10 Able to say no to temptations with long-term negative consequences	A.6.11 Able to make choices that foster personal pride



Responsibility:

The ability to motivate oneself to act and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.

- **STANDARD 1:** Selects the best option among choices for a suitable outcome
- **STANDARD 2:** Holds oneself accountable
- **STANDARD 3:** Demonstrates social, civic, and digital responsibility
- **STANDARD 4:** Takes care of property

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Selects the best option among choices for a suitable outcome.		
R.1.1 Recognizes the difference between fair and unfair treatment of others and chooses fairness	R.1.2 Accepts assigned responsibilities without sulking	R.1.3 Able to identify how one's actions may affect oneself and others
2. Hold self accountable.		
R.2.1 When asked, admits one made a mistake or intentionally did something one should not have	R.2.3 Can apologize, without prompting, when a mistake or poor decision has been made	R.2.4 Avoids blaming others for one's actions or behaviors in order to avoid consequences
R.2.2 Can apologize, with prompting, for making a mistake or intentionally harming others		
3. Demonstrates social, civic, and digital responsibility.		
R.3.1 Works and plays well with others	R.3.4 Aware that an individual's actions can contribute to sustaining, improving, or diminishing the quality of life in the community	R.3.5 Aware that there are institutions whose purpose is to serve the good of all people in the community
R.3.2 Can explain why the rules one follows are important to oneself and others		R.3.6 Helps others to feel a sense of belonging in the community
R.3.3 Looks out for well-being of others		
4. Takes care of property.		
R.4.1 Puts things in their proper place after using them	R.4.4 Routinely keeps track of personal items	R.4.6 Recognizes the consequences of not caring for or misplacing personal belongings and can act more responsibly the next time
R.4.2 Handles classroom materials with care	R.4.5 Cares for and organizes personal belongings	R.4.7 Asks before using another person's property or belongings
R.4.3 Willingly completes assigned chores or tasks		

3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Selects the best option among choices for a suitable outcome.		
<p>R.1.4 Sets own reminders to honor responsibilities or meet expectations</p> <p>R.1.5 Can explain the difference in outcomes of a good choice and a bad choice</p>	<p>R.1.6 Makes choices demonstrating that safety is important for oneself and others</p>	<p>R.1.7 Recognizes and avoids situations that can harm oneself and others</p>
2. Holds oneself accountable.		
<p>R.2.5 Does not justify one’s wrongful actions based on the wrongful actions of others</p> <p>R.2.6 Takes responsibility for actions and accepts consequences</p> <p>R.2.7 Follows the rules even if one disagrees with them</p>	<p>R.2.8 Can apologize for harm done to others</p>	<p>R.2.9 Understands what is required to fulfill one’s responsibilities and commitments</p>
3. Demonstrates social, civic, and digital responsibility.		
<p>R.3.7 Aware that communicating with online strangers can lead to real-life dangers</p> <p>R.3.8 Understands that expectations for respect are the same online as in person</p>	<p>R.3.9 Recognizes that cyberbullying can be as hurtful as in-person bullying</p> <p>R.3.10 Understands that the digital world is real and that digital content cannot be erased</p> <p>R.3.11 Cares about helping others</p>	<p>R.3.12 Avoids spreading gossip or negative images online</p>
4. Takes care of property.		
<p>R.4.8 Understands that damaging property is disrespectful and harms the whole community</p>	<p>R.4.9 Can explain the expectations of community service agents (police, firefighters, etc.) to help protect property</p> <p>R.4.10 Can explain that laws and rules are designed to protect property</p>	<p>R.4.11 Respects the rights of ownership; doesn’t steal, trespass on, or damage other people’s property</p>

6th Ages 10–12	7th Ages 11–13	8th Ages 12–14
1. Selects the best option among choices for a suitable outcome.		
<p>R.1.8 Aware of internal conflicts that occur when choosing from two desirable options</p> <p>R.1.9 Can weigh pros and cons between immediate gratification and long-term consequences</p>	<p>R.1.10 Understands how personal choices have an impact on consequences</p>	<p>R.1.11 Can resolve internal conflicts that come with making the best choice</p> <p>R.1.12 Makes choices that reflect understanding of long-term consequences</p>
2. Holds oneself accountable.		
<p>R.2.10 Recognizes a situation where one will not meet expectations and seeks to resolve it before it becomes a problem</p>	<p>R.2.11 Recognizes passive-aggressive behaviors in oneself</p> <p>R.2.12 Typically practices open and direct communication rather than demonstrating passive-aggressive behaviors</p> <p>R.2.13 Can manage the inner conflict between being passive and communicating openly when one disagrees with something or someone</p>	<p>R.2.14 Honors words, commitments, and responsibilities even when doing so requires a personal sacrifice</p> <p>R.2.15 Can apologize for harm done to others without justifying the harmful action</p>
3. Demonstrates social, civic, and digital responsibility.		
<p>R.3.13 Maintains and protects digital reputation</p> <p>R.3.14 Recognizes that online activity creates a permanent digital footprint and reputation</p> <p>R.3.15 Can connect rights and privileges to responsibilities</p>	<p>R.3.16 Avoids using hate speech and angry or vulgar words in one’s online communication</p> <p>R.3.17 Knows that flirting and chatting with strangers online presents real-life danger</p> <p>R.3.18 Recognizes that people can misrepresent themselves and their intentions online</p> <p>R.3.19 Doesn’t keep secrets with a person one met online</p> <p>R.3.20 Understands volunteering as a way to improve and contribute to the community</p>	<p>R.3.21 Can distinguish between posts that harm an online reputation and posts that do not</p> <p>R.3.22 Refrains from responding online or in emails out of anger</p> <p>R.3.23 Can participate constructively in dialogues on social justice issues</p> <p>R.3.24 Understands the role of activism in changing social injustices</p>
4. Takes care of property.		
<p>R.4.12 Recognizes when an area has been neglected and the causes of the neglect</p> <p>R.4.13 Can describe a course of action to take if someone witnesses the damaging or stealing of property</p>	<p>R.4.14 Considers the feelings of others when handling or using their property or belongings</p> <p>R.4.15 Respects the rights of others to do with their property as they see fit</p>	<p>R.4.16 Takes care of property in school, out of school, and in the community</p>



Empathy:

The ability to recognize, appreciate, or understand another’s state of mind or emotions; to be receptive to new ideas and perspectives; and to see, appreciate, and value differences and diversity in others.

- **STANDARD 1:** Recognizes and manages one’s own emotions and recognizes the emotions of others
- **STANDARD 2:** Respects and values diversity in others
- **STANDARD 3:** Respects differing cultural norms
- **STANDARD 4:** Aware of the impact of one’s actions on others

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Recognizes and manages one’s own emotions and recognizes the emotions of others.		
E.1.1 Understands the purpose of emotions	E.1.2 Can identify joy, sadness, and anger in oneself E.1.3 Recognizes joy, sadness, and anger in others, through verbal and nonverbal cues	E.1.4 Recognizes that feelings of disgust are a signal that something is wrong
2. Respects and values diversity in others.		
E.2.1 Accepts people who are visibly different from oneself E.2.2 Shows kindness and patience toward peers who are uniquely different from all other peers	E.2.3 Proactively includes others who are similar to and different from oneself	E.2.4 Accepts that people with experiences different from one’s own are still equal
3. Respects differing cultural norms.		
E.3.1 Recognizes culture as a term that can be used in a variety of ways, and for a variety of purposes	E.3.2 Sees the importance of celebrations or cultural events for one’s family or communities	E.3.3 Aware that there are celebrations or cultural events that happen among people who are different from oneself that are as significant in meaning as one’s own
4. Aware of the impact of one’s actions on others.		
E.4.1 Understands the importance of being polite and kind E.4.2 Greets and welcomes others	E.4.3 Listens and waits one’s turn to speak	E.4.4 Typically displays unselfish behavior E.4.5 Typically shows kindness and caring E.4.6 Stops behavior when another person says to stop

3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Recognizes and manages one's own emotions and recognizes the emotions of others.		
E.1.5 Makes the connection between anticipation with anxiety and feeling stressed	E.1.6 Recognizes fear, trust, and mistrust in others through verbal and nonverbal cues E.1.7 Names when one is feeling strong emotions such as outrage, grief, boredom, distraction, fear, or mistrust	E.1.8 Acknowledges that external conditions can impact emotions or behaviors
2. Respects and values diversity in others.		
E.2.5 Values the points of view of others	E.2.6 Can see from and understand the perspective of someone who is different from oneself	E.2.7 Recognizes that behaviors intended to hurt or shame others who are different can evoke feelings of disgust
3. Respects differing cultural norms.		
E.3.4 Recognizes that differences in cultural norms do not lessen the value of people from those cultures	E.3.5 Recognizes that differences in culture can create differences in verbal and nonverbal communication	E.3.6 Can see how belonging to more than one cultural group can cause internal conflict and tension
4. Aware of the impact of one's actions on others.		
E.4.7 Listens carefully to others E.4.8 Rephrases what others say to ensure one understood what one heard	E.4.9 Avoids activities such as gossiping that can hurt others E.4.10 Can determine when one should report behavior such as bullying or safety threats that might harm others	E.4.11 Extends efforts toward the needs of others for the greater good

6th Ages 10–12	7th Ages 11–13	8th Ages 12–14
1. Recognizes and manages one's own emotions and recognizes the emotions of others.		
E.1.9 Manages strong emotions to avoid hurting oneself or others	E.1.10 Shows compassion for peers who are dealing with a range of emotions	E.1.11 Recognizes emotional triggers E.1.12 Applies coping techniques to manage emotions
2. Respects and values diversity in others.		
E.2.8 Respects people who are different from what is typical and customary for oneself E.2.9 Shows empathy while still holding people accountable for acceptable behaviors E.2.10 Acknowledges that all people deserve respect, safety, and equal	E.2.11 Understands how culture affects behavior and attitudes	E.2.12 Recognizes that culture shapes personal perspective and identity
3. Respects differing cultural norms.		
E.3.7 Understands why an individual has a responsibility to honor their cultural norms E.3.8 Understands why an individual can be at odds with their cultural norms	E.3.9 Respects cultural norms of people with whom one is interacting E.3.10 Accepts the limitations of participating in cultural norms of another group	E.3.11 Able to maintain a positive personal identity despite potentially negative stereotypes of culture or group identity
4. Aware of the impact of one's actions on others.		
E.4.12 Shows appreciation for a kindness extended to oneself	E.4.13 Sees oneself as a potential agent of change for good in the world E.4.14 Stops behavior whether the request to stop is explicit or implied E.4.15 Recognizes when it is important to reaffirm permission when prior permission has been granted	E.4.16 Forgives and avoids holding grudges E.4.17 Shows commitment to healthy friendships



Self-Control:

The ability to recognize and regulate one's thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

- **STANDARD 1:** Adheres to social, behavioral, and moral standards
- **STANDARD 2:** Manages overwhelming thoughts or emotions
- **STANDARD 3:** Controls impulses and delays gratification
- **STANDARD 4:** Shows hope and perseverance

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Adheres to social, behavioral, and moral standards.		
S.1.1 Understands and can verbalize the standards for behavior in a given situation	S.1.2 Works to bring behavior or social interactions in line with known standards	S.1.3 Aligns behavior or social interactions to known expectations or social standards for a given situation
2. Manages overwhelming thoughts or emotions.		
S.2.1 Aware of how thoughts and inner dialogue can shape behaviors and interactions with others	S.2.2 Can recognize when a specific thought or feeling has become an earworm	S.2.3 Exhibits ability to stop self from dwelling on negative thoughts and feelings
3. Controls impulses and delays gratification.		
S.3.1 Can wait one's turn in routine activities and in play S.3.2 Understands that waiting is a typical part of the daily experience	S.3.3 Recognizes urges to behave in a silly, distracting, or socially unacceptable way	S.3.4 Can make the connection between socially unacceptable behaviors and their impact on oneself and others
4. Shows hope and perseverance.		
S.4.1 Maintains interest in a task or activity after a few failures	S.4.2 Able to use wonder and curiosity as tools for staying engaged in challenging work S.4.3 Able to use one's imagination to identify different ways to achieve the same thing	S.4.4 Demonstrates a belief that doing one's best will lead to success S.4.5 Able to confidently share hopes and dreams with friends

3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Adheres to social, behavioral, and moral standards.		
S.1.4 Understands and can explain why the social, behavioral, or moral standards in a given situation are important to follow	S.1.5 Able to distinguish between emotions of fear, mistrust, anger, and disgust created from the social environment and those created internally	S.1.6 Able to express anger in a way that maintains a successful trajectory
2. Manages overwhelming thoughts or emotions.		
S.2.4 Puts in the effort to remain calm and focused when handling strong emotions or uncomfortable feelings	S.2.5 Can use strategies to prevent obsessive or habitual thoughts and feelings from derailing behavior	S.2.6 Puts in effort to calm or cheer oneself
3. Controls impulses and delays gratification.		
S.3.5 Identifies the value of delayed gratification	S.3.6 Can positively distract oneself in order to improve ability to wait for a desired thing	S.3.7 Able to remove oneself from temptations that would derail one's success
4. Shows hope and perseverance.		
S.4.6 Uses hopeful thinking as a motivator for successfully completing challenging tasks S.4.7 Supports friends and peers in achieving their hopes	S.4.8 Can see how belief in one's own ability to achieve a hope or goal is connected to one's likelihood to achieve it	S.4.9 Willingly sets or accepts goals that require effort to achieve S.4.10 Can independently imagine pathways or tactics to achieve one's hopes or goals

6th Ages 10–12	7th Ages 11–13	8th Ages 12–14
1. Adheres to social, behavioral, and moral standards.		
S.1.7 Can determine when being successful in a specific situation requires a shift in behavior or social activity S.1.8 Can determine what is right or wrong in a given situation and respond in the right manner	S.1.9 Can take and logically defend a position on why and when social, behavioral, or moral standards in a given situation are important to follow	S.1.10 Responds to surprise or change in a focused and interested manner S.1.11 Is typically able to promptly bring behavior or social interactions in line with known standards
2. Manages overwhelming thoughts or emotions.		
S.2.7 Can typically refocus negative feelings toward a positive purpose	S.2.8 Can use strategies to reduce internal and interpersonal conflicts that rise from feelings of fear, mistrust, anger, and disgust	S.2.9 Can break the loop of obsessive thoughts before they lead to an undesirable emotional or behavioral outcome
3. Controls impulses and delays gratification.		
S.3.8 Can use self-talk to build stamina for controlling impulses or waiting S.3.9 Understands the connections between impulse control, resisting temptation and urges, and achieving a goal	S.3.10 Uses fun and social connection to improve ability to wait for a desired thing S.3.11 Typically avoids reacting to temptations or urges that would derail achieving a goal	S.3.12 Can typically use knowledge of oneself to prevent temptations, impulses, and urges from blocking achievement of a goal
4. Shows hope and perseverance.		
S.4.11 Connects achieving a goal to one's personal efforts and abilities S.4.12 Can visualize and explain a desired goal or end point S.4.13 Knows if one's hopes or goals are to move toward a particular outcome or to move away from a less desirable outcome S.4.14 Accepts guidance and support for successful pursuit of a goal	S.4.15 Examines progress on a task or activity to decide what to do in order to be successful S.4.16 Works to build the ability needed for goal attainment	S.4.17 Considers and selects alternative ways to succeed at a challenging task or activity S.4.18 Uses strategies to maintain optimism and confidence in one's ability to achieve a goal in the face of barriers

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