



# Curriculum Map: Social & Emotional Learning Standards

Based on the 2005 Illinois Social Emotional Learning Standards.  
 Developed in partnership with the  
 Collaborative for Academic, Social, and Emotional Learning (CASEL)

CORE SKILLS AND COMPETENCIES	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
	<p>SFG consists of 5 instructive units. These units include:</p> <p><u>Unit 1: Building a School Community</u></p> <p><u>Unit 2: Growing as a Group</u></p> <p><u>Unit 3: Making Positive Decisions Service-Learning Unit</u></p> <p><u>Unit 4: Growing Up Drug-Free</u></p> <p><u>Unit 5: Celebrating You and Me</u></p>	<p>SFA consists of 7 instructive units as well as a summary unit. These units include:</p> <p><u>Unit 1: Entering the Teen Years</u></p> <p><u>Unit 2: Building Self-Confidence and Communication Skills</u></p> <p><u>Service-Learning</u></p> <p><u>Unit 3: Managing Emotions in Positive Ways</u></p> <p><u>Unit 4: Improving Peer Relationships</u></p> <p><u>Unit 5: Strengthening Family Relationships</u></p> <p><u>Unit 6: Managing Healthy Choices, Years 1, 2, 3</u></p> <p><u>Unit 7: Setting Goals for Healthy Living</u></p> <p><u>Summing Up: Developing Your Potential</u></p>	<p>SFC is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called Teens – Alcohol and Other Drugs. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline. These units include:</p> <p><u>Curriculum: (33 expandable sessions)</u></p> <p>Part 1: Building a School Community</p> <p>Part 2: Exploring Personal and Social Responsibility</p> <p>Part 3: Taking Action Through Service-Learning</p> <p>Part 4: Evaluating and Sharing Service Experiences</p> <p><u>Skills Bank: (26 skills taught through multiple activities)</u></p> <p>Cultural Awareness Skills</p> <p>Interpersonal Communication</p> <p>Personal Management and Responsibility</p> <p>Study and Writing Skills</p> <p><u>Supplemental Drug Prevention Unit: (15 sessions)</u></p> <p><i>Teens-Alcohol and Other Drugs</i></p>



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<b>GOAL 1: Develop self-awareness and self-management skills.</b>			
<b>A. Identify and manage one's emotions and behavior.</b>			
<p><b>Early Elementary</b> <b>Grades K-2</b></p> <p><b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.</p> <p><b>1A.1b.</b> Demonstrate control of impulsive behavior.</p>	<p><b>GRADE K:</b> <i>Unit 1:</i> Introduction, Lessons 2, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 2-4</p> <p><b>GRADE 1:</b> <i>Unit 1:</i> Introduction, Lesson 3 <i>Unit 2:</i> Introduction, Lessons 1, 3, 4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 2-4</p> <p><b>GRADE 2:</b> <i>Unit 1:</i> Introduction, Lessons 2, 3 <i>Unit 2:</i> Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Lessons 1, 3, 4</p>		
<p><b>Late Elementary</b> <b>Grades 3-5</b></p> <p><b>1A.2a.</b> Describe a range of emotions and the situations that cause them.</p> <p><b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p><b>GRADE 3:</b> <i>Unit 1:</i> Introduction, Lessons 1, 2 <i>Unit 2:</i> Lessons 1, 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 2-6</p> <p><b>GRADE 4:</b> <i>Unit 1:</i> Introduction, Lessons 2, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Lessons 1-6 <i>Unit 5:</i> Lessons 2, 4</p>		



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	<p><b>GRADE 5:</b>  <b>Unit 1:</b> Introduction, Lessons 2, 3, 4  <b>Unit 2:</b> Introduction, Lessons 1-4  <b>Unit 3:</b> Introduction, Lessons 1-3  <b>Unit 4:</b> Introduction, Lessons 1-6</p>		
<p><b><u>Middle/Junior High</u></b>  <b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.   <b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.</p>		<p><b>Unit 1:</b> Lessons 8-10  <b>Unit 2:</b> Lesson 2  <b>Unit 3:</b> Lessons 1-9  <b>Unit 6 Year 1:</b> Lessons 1, 2, 11, 14  <b>Unit 6: Year 2:</b> Lessons 2, 8  <b>Unit 7:</b> Lessons 1-8</p>	
<p><b><u>Early/Late High School</u></b>   <b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.   <b>1A.4b.</b> Generate ways to develop more positive attitudes.   <b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.  <b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.</p>			<p><b>Curriculum:</b> Part 1, Sessions 2, 3; Part 2, Sessions 4, 7; Part 3B, Sessions 3, 5, 6; Part 3C, Sessions 2, 4, 5; Part 4, Session 7   <b>Skills Bank:</b> Skills 6, 7, 9, 13, 16   <b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs:</i></b>            Sessions 2-12</p>



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<b>B. Recognize personal qualities and external supports.</b>			
	<p><b>GRADES K-5:</b> In addition to the curriculum lessons, Lions-Quest <i>Skills for Growing</i> includes opportunities and materials for families and community members to create a home-school-community network of support for young people:</p> <ul style="list-style-type: none"> <li>• Home-School homework assignments with each lesson</li> <li>• <i>Together Times</i> student-family activity booklets</li> <li>• <i>The Family Connection</i> Guide to school-based family meetings.</li> <li>• Participation in workshops and on the Implementation Team</li> <li>• Involvement in positive school climate committee events</li> <li>• Engagement in Service-Learning projects</li> </ul>	<p>In addition to the curriculum lessons, Lions-Quest <i>Skills for Adolescence</i> includes opportunities and materials for families and community members to create a home-school-community network of support for young people:</p> <ul style="list-style-type: none"> <li>• “A Conversation with a Caring Adult” activity at the end of lessons.</li> <li>• Family activities in the student book, <i>Changes and Challenges</i>.</li> <li>• <i>The Parent Meeting Guide</i> for school-based family meetings</li> <li>• A Family Forum on preventing drug use at the end of Unit 6, Year 3</li> <li>• Participation in workshops and on the Implementation Team</li> <li>• Involvement in positive school climate team events</li> <li>• Engagement in Service-Learning projects</li> </ul>	
<p><b>Early Elementary Grades K-2</b></p> <p><b>1B.1a.</b> Identify one’s likes and dislikes, needs and wants strengths and challenges.</p> <p><b>1B.1b.</b> Identify family, peer, school, and community strengths.</p>	<p><b>GRADE K:</b>  <b>Unit 1:</b> Introduction, Lessons 1, 2, 4  <b>Unit 2:</b> Introduction, Lessons 2, 3  <b>Unit 3:</b> Introduction, Lessons 1 -3  <b>Unit 4:</b> Introduction, Lesson 4  <b>Unit 5:</b> Introduction, Lessons 1-2</p>		



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	<p><b>GRADE 1:</b>  <i>Unit 1:</i> Introduction, Lessons 1, 2, 4  <i>Unit 2:</i> Introduction, Lessons 2, 3  <i>Unit 3:</i> Introduction, Lessons 1-3  <i>Unit 4:</i> Introduction, Lessons 3, 4  <i>Unit 5:</i> Lessons 2, 3</p> <p><b>GRADE 2:</b>  <i>Unit 1:</i> Introduction, Lessons 1, 3, 4  <i>Unit 2:</i> Introduction, Lessons 2, 3  <i>Unit 3:</i> Introduction, Lessons 1-3  <i>Unit 4:</i> Introduction, Lessons 1, 3, 4  <i>Unit 5:</i> Introduction, Lessons 1, 3, 4</p>		
<p><b><u>Late Elementary</u></b>  <b><u>Grades 3-5</u></b></p> <p><b>1A.2a. Describe</b> personal skills and interests that one wants to develop.</p> <p><b>1B.2b.</b> Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</p>	<p><b>GRADE 3:</b>  <i>Unit 1:</i> Introduction, Lessons 1, 3, 4  <i>Unit 2:</i> Introduction, Lessons 2, 4  <i>Unit 3:</i> Introduction, Lessons 1, 2  <i>Unit 4:</i> Introduction, Lessons 1-7  <i>Unit 5:</i> Introduction, Lessons 1-4</p> <p><b>GRADE 4:</b>  <i>Unit 1:</i> Introduction, Lessons 1  <i>Unit 2:</i> Introduction, Lesson 2  <i>Unit 3:</i> Lesson 2  <i>Unit 4:</i> Introduction, Lessons 1-6  <i>Unit 5:</i> Introduction, Lessons 1-4</p> <p><b>GRADE 5:</b>  <i>Unit 1:</i> Introduction, Lessons 1, 3, 4  <i>Unit 2:</i> Introduction, Lessons 2, 4  <i>Unit 3:</i> Introduction, Lessons 2, 3  <i>Unit 4:</i> Introduction, Lessons 1-7  <i>Unit 5:</i> Introduction, Lessons 1-4</p>		



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<p><b><u>Middle/Junior High</u></b></p> <p><b>1B.3a.</b> Analyze how personal qualities influence choices and successes.</p> <p><b>1B.3b.</b> Analyze how making use of school and community supports and opportunities can contribute to school and life success.</p>		<p><b>Unit 1:</b> Lessons 2, 3, 6-10</p> <p><b>Unit 2:</b> Lessons 1-8</p> <p><b>Service-Learning:</b> Lessons 1-5 Unit plus follow-up lessons in each succeeding unit</p> <p><b>Unit 4:</b> Lessons 1, 2, 5, 8, 10</p> <p><b>Unit 5:</b> Lessons 1-8</p> <p><b>Unit 6, Year 1:</b> Lessons 1, 2, 15</p> <p><b>Unit 6, Year 2:</b> Lessons 2, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1-6</p> <p><b>Unit 7:</b> Lessons 1-9</p> <p><b>Summing Up:</b> Lessons 1-5</p>	
<p><b><u>Early/Late High School</u></b></p> <p><b>1B.4a.</b> Set priorities in building on strengths and identifying areas for improvement.</p> <p><b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to school and life success.</p> <p><b>1A.5a</b> Implement a plan to build on a strength, meet a need, or address a challenge.</p> <p><b>1A.5b.</b> Evaluate how developing interests and filling useful roles support school and life success.</p>			<p><b>Curriculum:</b> Part 1, Sessions 1, 2, 4, 5, 6, 7; Part 2, Sessions 1, 2, 3, 4, 5, 6, 7, 8; Part 3A; Part 3B, Sessions 2, 3, 4; Part 4, Session 1, 3,4, 6</p> <p><b>Skills Bank:</b> Skills 1, 6, 12, 15, 18, 20</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs:</i></b> Sessions 1-15</p>



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<b>C. Demonstrate skills related to achieving personal and academic goals.</b>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>1C.1a.</b> Describe why school is important in helping students achieve personal goals.</p> <p><b>1C.1b.</b> Identify goals for academic success and classroom behavior.</p>	<p><b><u>GRADE K:</u></b> <b>Unit 4:</b> Lesson 1</p> <p><b><u>GRADE 1:</u></b> <b>Unit 4:</b> Lessons 1, 2 <b>Unit 5:</b> Lesson 4</p> <p><b><u>GRADE 2:</u></b> <b>Unit 1:</b> Lesson 4 <b>Unit 2:</b> Lesson 3 <b>Unit 4:</b> Introduction, Lesson 1 <b>Unit 5:</b> Lesson 4</p>		
<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>1C.2a</b> Describe the steps in setting and working toward goal achievement.</p> <p><b>1C.2b.</b> Monitor progress on achieving a short-term personal goal.</p>	<p><b><u>GRADE 3:</u></b> <b>Unit 4:</b> Introduction, Lessons 1, 3, 5, 6, 7 <b>Unit 5:</b> Introduction, Lesson 1</p> <p><b><u>GRADE 4:</u></b> <b>Unit 4:</b> Introduction, Lessons 1, 2, 3, 4, 5 <b>Unit 5:</b> Lessons 1, 2, 3</p> <p><b><u>GRADE 5:</u></b> <b>Unit 4:</b> Introduction, Lessons 1, 2, 3, 5, 6 <b>Unit 5:</b> Introduction, Lessons 1, 3, 4</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>1C.3a.</b> Set a short-term goal and make a plan to achieve it.</p>		<p><b>Unit 1:</b> Lesson 10</p> <p><b>Unit 2:</b> Lesson 6</p> <p><b>Service-Learning:</b> Lessons 1-5 plus follow-up lessons in each succeeding unit</p>	



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		<p><b>Unit 6, Year 1:</b> Lessons 1, 2, 3, 4, 6, 14, 15</p> <p><b>Unit 6, Year 2:</b> Lessons 2, 12</p> <p><b>Unit 6, Year 3:</b> Lessons 1-6</p> <p><b>Unit 7:</b> Lessons 1-9</p>	
<p><b>Early/Late High School</b></p> <p><b>1C.4a.</b> Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p><b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.</p> <p><b>1C.5a.</b> Set up post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>1C.5b.</b> Monitor progress on achieving a goal, evaluate one's performance against criteria.</p>			<p><b>Curriculum:</b> Part 1, Sessions 1, 2, 4, 5, 7; Part 2, Session 1-8; Part 3B, Sessions 2, 3, 4, 5, 6; Part 3C, Sessions 2, 5, 6; Part 4, Session 1</p> <p><b>Skills Bank:</b> Skills 6, 13, 15, 16, 18, 20,</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Sessions 1-15</p>



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<b>GOAL 2: Use social awareness and interpersonal skills to establish and maintain relationships.</b>			
<b>A. Recognize the feelings and perspectives of others.</b>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>2A.1a.</b> Recognize that others may experience situations differently from oneself.</p> <p><b>2A.1b.</b> Use listening skills to identify feelings and perspectives of others.</p>	<p><b><u>GRADE K:</u></b></p> <p><b>Unit 1:</b> Introduction, Lessons 1, 3  <b>Unit 2:</b> Introduction, Lessons 1-4  <b>Unit 3:</b> Introduction, Lessons 2, 3  <b>Unit 4:</b> Introduction, Lessons 3, 4  <b>Unit 5:</b> Introduction, Lesson 2, 4</p> <p><b><u>GRADE 1:</u></b></p> <p><b>Unit 1:</b> Introduction, Lessons 1, 3  <b>Unit 2:</b> Introduction, Lessons 1-4  <b>Unit 3:</b> Introduction, Lessons 2, 3  <b>Unit 4:</b> Introduction, Lessons 3, 4  <b>Unit 5:</b> Introduction, Lessons 1,4</p> <p><b><u>GRADE 2:</u></b></p> <p><b>Unit 1:</b> Introduction, Lessons 1-3  <b>Unit 2:</b> Introduction, Lessons 1-4  <b>Unit 3:</b> Introduction, Lessons 1-3  <b>Unit 4:</b> Introduction, Lessons 3, 4  <b>Unit 5:</b> Introduction, Lessons 1, 2, 4</p>		
<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>2A.2a.</b> Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p><b>2A.2b.</b> Describe the expressed feelings and perspectives of others.</p>	<p><b><u>GRADE 3:</u></b></p> <p><b>Unit 1:</b> Introduction, Lessons 1, 2, 4  <b>Unit 2:</b> Introduction, Lessons 1-4  <b>Unit 3:</b> Introduction, Lessons 1-3  <b>Unit 4:</b> Introduction, Lesson 6  <b>Unit 5:</b> Introduction, Lessons 1, 2, 4</p>		



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	<p><b>GRADE 4:</b>  <i>Unit 1:</i> Introduction, Lessons 1-4  <i>Unit 2:</i> Introduction, Lessons 1-4  <i>Unit 3:</i> Lesson 3  <i>Unit 4:</i> Lesson 5  <i>Unit 5:</i> Lessons 2, 4</p> <p><b>GRADE 5:</b>  <i>Unit 1:</i> Introduction, Lessons 1-4  <i>Unit 2:</i> Introduction, Lessons 1-4  <i>Unit 3:</i> Introduction, Lessons 2, 3  <i>Unit 4:</i> Introduction, Lessons 1-6  <i>Unit 5:</i> Introduction, Lessons 1, 2</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>2A.3a.</b> Predict others' feelings and perspectives in a variety of situations.</p> <p><b>2A.3b.</b> Analyze how one's behavior may affect others.</p>		<p><i>Unit 1:</i> Lessons 2, 3  <i>Unit 2:</i> Lessons 2-7  <b>Service-Learning:</b> Lessons 1-5 plus follow-up lessons in each succeeding unit  <i>Unit 3:</i> Lessons 1-10  <i>Unit 4:</i> Lessons 1-5  <i>Unit 5:</i> Lessons 1, 4, 5, 8  <i>Unit 6, Year 1:</i> Lessons 2, 11, 15  <i>Unit 6, Year 2:</i> Lessons 2, 8  <i>Unit 6, Year 3:</i> Lessons 3-6  <b>Summing Up:</b> Lessons 1-5</p>	



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<p><b><u>Early/Late High School</u></b></p> <p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.</p> <p><b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.</p> <p><b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.</p> <p><b>2A.5b.</b> Demonstrate ways to express empathy for others.</p>			<p><b>Curriculum:</b> Part 1, Session 1, 4; Part 2, Session 4; Part 3B, Sessions 6, 7; Part 3C, Session 6; Part 4, Sessions 1, 4, 5</p> <p><b>Skills Bank:</b> Skills 1, 2, 3, 4, 5, 11, 26</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Session 9</p>
<p><b>B. Recognize individual and group similarities and differences.</b></p>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>2B.1a.</b> Describe the ways that people are similar and different.</p> <p><b>2B.1b.</b> Describe positive qualities in others.</p>	<p><b><u>GRADE K:</u></b> <b>Unit 1:</b> Introduction, Lesson 1 <b>Unit 5:</b> Introduction, Lessons 1-4</p> <p><b><u>GRADE 1:</u></b> <b>Unit 1:</b> Introduction, Lessons 1, 4 <b>Unit 5:</b> Introduction, Lessons 1, 3</p> <p><b><u>GRADE 2:</u></b> <b>Unit 1:</b> Lessons 1 <b>Unit 5:</b> Introduction, Lesson 1</p>		



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<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>2B.2a</b> Identify differences among and contributions of various social and cultural groups.</p> <p><b>2B.2b.</b> Demonstrate how to work effectively with those who are different from oneself.</p>	<p><b><u>GRADE 3:</u></b> <b>Unit 1:</b> Lessons 1, 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Introduction, Lesson 4</p> <p><b><u>GRADE 4:</u></b> <b>Unit 1:</b> Introduction, Lessons 1, 2, 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Introduction, Lessons 1, 4</p> <p><b><u>GRADE 5:</u></b> <b>Unit 1:</b> Introduction, Lessons 1, 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Lesson 1-2</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>2B.3a.</b> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</p> <p><b>2B.3b.</b> Analyze the effects of taking action to oppose bullying based on individual and group differences.</p>		<p><b>Unit 1:</b> Lessons 2, 3, 7, 9, <b>Unit 2:</b> Lessons 1-8</p> <p><b>Service-Learning:</b> Lessons 1-5 for a Service-Learning project around bullying</p> <p><b>Unit 3:</b> Lessons 2-10 <b>Unit 4:</b> Lessons 3-10</p> <p><b>Unit 6, Year 1:</b> Lessons 2, 9-11, 13-15 <b>Unit 6, Year 2:</b> Lessons 2, 8-10, 12 <b>Unit 6, Year 3:</b> Lessons 1-6 for a Service-Learning project around bullying prevention related to drug use.</p> <p><b>Unit 7:</b> Lesson 6</p>	



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<p><b><u>Early/Late High School</u></b></p> <p><b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.</p> <p><b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.</p> <p><b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p><b>2B.5b.</b> Evaluate how advocacy for the rights of others contributes to the common good.</p>			<p><b>Curriculum:</b> Part 1, Session 1, 4; Part 2, Session 4; Part 3B, Sessions 6, 7; Part 3C, Session 6; Part 4, Sessions 1, 4, 5</p> <p><b>Skills Bank:</b> Skills 1, 2, 3, 4, 5, 11, 26</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Session 9</p>
<p><b>C. Use communication and social skills to interact effectively with others.</b></p>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>2C.1a.</b> Identify ways to work and play well with others.</p> <p><b>2C.1b.</b> Demonstrate appropriate social and classroom behavior.</p>	<p><b><u>GRADE K:</u></b> <b>Unit 1:</b> Lessons 2-4 <b>Unit 2:</b> Introduction , Lessons 1-4 <b>Unit 5:</b> Introduction</p> <p><b><u>GRADE 1:</u></b> <b>Unit 1:</b> Lessons 2, 3 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Introduction, Lessons 1-3</p> <p><b><u>GRADE 2:</u></b> <b>Unit 1:</b> Introduction, Lessons 2, 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Introduction, Lessons 2-4</p>		



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<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>2C.2a.</b> Describe approaches for making and keeping friends.</p> <p><b>2C.2b.</b> Analyze ways to work effectively in groups.</p>	<p><b><u>GRADE 3:</u></b> <b>Unit 1:</b> Introduction, Lessons 2, 3 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Lessons 2-4</p> <p><b><u>GRADE 4:</u></b> <b>Unit 1:</b> Introduction, Lessons 3, 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Lessons 3, 4</p> <p><b><u>GRADE 5:</u></b> <b>Unit 1:</b> Introduction, Lessons 2- 4 <b>Unit 2:</b> Introduction, Lessons 1-4 <b>Unit 5:</b> Introduction</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>2C.3a.</b> Analyze ways to establish positive relationships with others.</p> <p><b>2C.3b.</b> Demonstrate cooperation and teamwork to promote group effectiveness.</p>		<p><b>Unit 1:</b> Lessons 2-5, 9 <b>Unit 2:</b> Lessons 1, 3-7 <b>Service-Learning:</b> Lessons 1-5 <b>Unit 3:</b> Lessons 3-7 <b>Unit 4:</b> Lessons 1-10 <b>Unit 5:</b> Lessons 5-6 <b>Unit 6, Year 1:</b> Lessons 1, 2, 9-10, 12, 14 <b>Unit 6, Year 2:</b> Lessons 1, 2, 9, 10, 12 <b>Unit 6, Year 3:</b> Lessons 1-6 <b>Unit 7:</b> Lessons 1-9 <b>Summing Up:</b> Lessons 1-5</p>	



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<p><b><u>Early/Late High School</u></b></p> <p><b>2C.4a.</b> Evaluate the effects of requesting support from and providing support to others.</p> <p><b>2C.4b.</b> Evaluate one's contribution in groups as a member and leader.</p> <p><b>2C.5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p><b>2C.5b.</b> Plan, implement, and evaluate participation in a group project.</p>			<p><b>Curriculum:</b> Part 1, Sessions 1-5; Part 2, Sessions 1, 4, 5, 8; Part 3B, Sessions 1-3, 4, 6, 7; Part 3C, Session 1, 2, 6; Part 4, Sessions 1-7</p> <p><b>Skills Bank:</b> Skills 6, 7, 12</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Sessions 13-15</p>
<p><b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b></p>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>2D.1a.</b> Identify problems and conflicts commonly experienced by peers.</p> <p><b>2D.1b.</b> Identify approaches to resolving conflicts constructively.</p>	<p><b><u>GRADE K:</u></b> <b><i>Unit 2:</i></b> Lesson 4 <b><i>Unit 3:</i></b> Introduction, Lessons 1-4</p> <p><b><u>GRADE 1:</u></b> <b><i>Unit 2:</i></b> Lesson 3 <b><i>Unit 3:</i></b> Introduction, Lessons 1-3</p> <p><b><u>GRADE 2:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3</p>		



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<p><b><u>Later Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>2D.2a.</b> Describe causes and consequences of conflicts.</p> <p><b>2D.2b.</b> Apply constructive approaches in resolving conflicts.</p>	<p><b><u>GRADE 3:</u></b> <b>Unit 2:</b> Lesson 3 <b>Unit 3:</b> Introduction, Lessons 1-3 <b>Unit 4:</b> Lesson 6</p> <p><b><u>GRADE 4:</u></b> <b>Unit 2:</b> Lesson 3 <b>Unit 3:</b> Introduction, Lessons 1-3 <b>Unit 4:</b> Lesson 5</p> <p><b><u>GRADE 5:</u></b> <b>Unit 2:</b> Lesson 3 <b>Unit 3:</b> Introduction, Lessons 1-3 <b>Unit 4:</b> Lesson 6</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>2D.3a.</b> Evaluate strategies for preventing and resolving interpersonal problems.</p> <p><b>2D.3b.</b> Define unhealthy peer pressure and evaluate strategies for resisting it.</p>		<p><b>Unit 1:</b> Lessons 2, 3, <b>Unit 2:</b> Lessons 3, 4 <b>Service-Learning:</b> Lessons 1-5 for a Service-Learning project around resisting negative peer pressure. <b>Unit 3:</b> Lessons 2-7 <b>Unit 4:</b> Lessons 3, 4, 7-9 <b>Unit 5:</b> Lessons 4-5 <b>Unit 6, Year 1:</b> Lessons 9-10 <b>Unit 6, Year 2:</b> Lessons 9-10 <b>Unit 6, Year 3:</b> Optional Lesson <b>Unit 7:</b> Lesson 6</p>	



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<p><b><u>Early/Late High School</u></b></p> <p><b>2D.4a.</b> Analyze how listening and talking accurately help in resolving conflicts.</p> <p><b>2D.4b.</b> Analyze how conflict-resolution skills contribute to work within a group.</p> <p><b>2D.5a.</b> Evaluate the effects of using negotiation skills to reach win-win solutions.</p> <p><b>2D.5b.</b> Evaluate current conflict-resolution skills and plan how to improve them.</p>			<p><b>Curriculum:</b> Part 1, Sessions 3, 4; Part 2, Sessions 1, 6; Part 3B, Session 1, 6; Part 3C, Session 1</p> <p><b>Skills Bank:</b> Skills 6, 7, 9, 11, 12, 13, 14, 15,</p>



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<b>GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>			
<b>A. Consider ethical, safety, and societal factors in making decisions.</b>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>3A.1a.</b> Explain why unprovoked acts that hurt others are wrong.</p> <p><b>3A.1b.</b> Identify social norms and safety considerations that guide behavior.</p>	<p><b><u>GRADE K:</u></b> <i>Unit 1:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 1-4</p> <p><b><u>GRADE 1:</u></b> <i>Unit 1:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 3, 4</p> <p><b><u>GRADE 2:</u></b> <i>Unit 1:</i> Lesson 2 <i>Unit 3:</i> Lesson 3 <i>Unit 4:</i> Lessons 2-4</p>		
<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>3A.2a.</b> Demonstrate the ability to respect the rights of self and others.</p> <p><b>3A. 2b.</b> Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p><b><u>GRADE 3:</u></b> <i>Unit 1:</i> Lesson 2 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 3-7</p> <p><b><u>GRADE 4:</u></b> <i>Unit 1:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 2-6</p> <p><b><u>GRADE 5:</u></b> <i>Unit 1:</i> Lesson 2 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 1-7</p>		



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<p><b><u>Middle/Junior High</u></b></p> <p><b>3A.3a.</b> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p> <p><b>3A.3b.</b> Analyze the reasons for school and societal rules.</p>		<p><b>Unit 1:</b> Lessons 2, 3, 7-9</p> <p><b>Unit 2:</b> Lessons 1-8</p> <p><b>Service-Learning:</b> Lessons 1-5</p> <p><b>Unit 3:</b> Lessons 1-4, 6-7, 9</p> <p><b>Unit 4:</b> Lessons 1, 3- 9</p> <p><b>*Unit 6, Year 1:</b> Lessons 1-15</p> <p><b>*Unit 6, Year 2:</b> Lessons 1-12</p> <p><b>*Unit 6, Year 3:</b> Lessons 1-6</p> <p>* These units cover skills for resisting negative pressures and reasons for school rules and laws regarding drug use.</p>	
<p><b><u>Early/Late High School</u></b></p> <p><b>3A.4a.</b> Demonstrate personal responsibility in making ethical decisions.</p> <p><b>3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><b>3A.5a.</b> Apply ethical reasoning to evaluate societal practices.</p> <p><b>3A.5b.</b> Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>			<p><b>Curriculum:</b> Part 1, Session 2; Part 2, Sessions 2, 5, 6; Part 3B, Sessions 2, 4; Part 3C, Sessions 3-5; Part 4, Session 4</p> <p><b>Skills Bank:</b> Skills 15, 19, 20</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs:</i></b> Sessions 1-15</p>



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<b>B. Apply decision-making skills to deal responsibly with daily academic and social situations.</b>			
<p><b><u>Early Elementary</u></b> <b><u>Grades K-2</u></b></p> <p><b>3B.1a.</b> Identify a range of decisions that students make a school.</p> <p><b>3B.1b.</b> Make positive choices when interacting with classmates.</p>	<p><b><u>GRADE K:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3 <b><i>Unit 4:</i></b> Introduction, Lesson 2</p> <p><b><u>GRADE 1:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3 <b><i>Unit 4:</i></b> Introduction, Lessons 3, 4</p> <p><b><u>GRADE 2:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3 <b><i>Unit 4:</i></b> Lessons 1, 2, 4</p>		
<p><b><u>Late Elementary</u></b> <b><u>Grades 3-5</u></b></p> <p><b>3B.2a.</b> Identify and apply the steps of systematic decision making.</p> <p><b>3B.2b.</b> Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p><b><u>GRADE 3:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3</p> <p><b><u>GRADE 4:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3</p> <p><b><u>GRADE 5:</u></b> <b><i>Unit 3:</i></b> Introduction, Lessons 1-3</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>3B.3a.</b> Analyze how decision-making skills improve study habits and academic performance.</p> <p><b>3B.3b.</b> Evaluate strategies for resisting pressures to engage in unsafe and unethical activities.</p>		<p><b><i>Unit 1:</i></b> Lessons 8-10 <b><i>Unit 2:</i></b> Lessons 1-8 <b><i>Service-Learning:</i></b> Lessons 1-5 <b><i>Unit 3:</i></b> Lesson 9 <b><i>Unit 6, Year 1:</i></b> Lessons 1-15 <b><i>Unit 6, Year 2:</i></b> Lessons 1-12</p>	



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		<p><b>Unit 6, Year 3:</b> Lessons 1-6 if the <b>Service-Learning</b> project focuses on the ways that avoiding drug use helps young people meet with academic goals.</p> <p><b>Unit 7:</b> Lessons 3-5</p>	
<p><b><u>Early/Late High School</u></b></p> <p><b>3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p><b>3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.</p> <p><b>3B.5a.</b> Analyze how present decision making affects college and career choices.</p> <p><b>3B. 5b.</b> Evaluate how responsible decision making affects interpersonal and group relationships.</p>			<p><b>Curriculum:</b> Part 1, Session 2; Part 2, Sessions 2, 5, 6; Part 3B, Sessions 2, 4; Part 3C, Sessions 3-5; Part 4, Session 4</p> <p><b>Skills Bank:</b> Skills 15, 19, 20</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Sessions 1-15</p>



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<b>C. Contribute to the well-being of one's school and community.</b>			
<p><b>Early Elementary</b> <b>Grades K-2</b></p> <p><b>3C.3a.</b> Identify and perform roles that contribute to one's classroom.</p> <p><b>3C.1b.</b> Identify and perform roles; contribute to family.</p>	<p><b>GRADE K:</b> <i>Service-Learning Unit, school climate events</i> <b>Unit 1:</b> Introduction, Lessons 3, 4 <b>Unit 2:</b> Introduction, Lesson 2 <b>Unit 5:</b> Lessons 3, 4</p> <p><b>GRADE 1:</b> <i>Service-Learning Unit, school climate events</i> <b>Unit 1:</b> Introduction, Lesson 3 <b>Unit 2:</b> Introduction, Lesson 2 <b>Unit 5:</b> Lesson 2, 3</p> <p><b>GRADE 2:</b> <i>Service-Learning Unit, school climate events</i> <b>Unit 1:</b> Introduction, Lessons 2, 4 <b>Unit 2:</b> Lessons 3, 4 <b>Unit 5:</b> Introduction, Lesson 3</p>		
<p><b>Late Elementary</b> <b>Grades 3-5</b></p> <p><b>3C.2a.</b> Identify and perform roles that contribute to the school community.</p> <p><b>3C.2b.</b> Identify and perform roles that contribute to the local community.</p>	<p><b>GRADE 3:</b> <i>Service-Learning Unit, school climate events</i> <b>Unit 1:</b> Introduction, Lessons 2-4 <b>Unit 2:</b> Introduction, Lesson 2 <b>Unit 4:</b> Lesson 7 <b>Unit 5:</b> Introduction, Lessons 2-4</p>		



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	<p><b>GRADE 4:</b>  <i>Service-Learning Unit, school climate events</i>  <b>Unit 1:</b> Introduction, Lessons 3, 4  <b>Unit 2:</b> Introduction, Lesson 2  <b>Unit 5:</b> Introduction, Lessons 2-4</p> <p><b>GRADE 5:</b>  <i>Service-Learning Unit, school climate events</i>  <b>Unit 1:</b> Introduction, Lessons 2-4  <b>Unit 2:</b> Introduction, Lesson 3  <b>Unit 4:</b> Lesson 7  <b>Unit 5:</b> Lessons 3, 4</p>		
<p><b><u>Middle/Junior High</u></b></p> <p><b>3C.3a.</b> Evaluate one's participation in efforts to address an identified school need.</p> <p><b>3C.3b.</b> Evaluate one's participation in efforts to address an identified need in one's local community.</p>		<p><b>Service-Learning:</b> Lessons 1-5 plus follow-up lesson in each of the succeeding units.</p>	



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<p><b><u>Early/Late High School</u></b></p> <p><b>3C.4a.</b> Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p> <p><b>3C.4b.</b> Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p> <p><b>3C.5a.</b> Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> <p><b>3C.5b.</b> Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>			<p><b>Curriculum:</b> Part 1, Sessions 1-5; Part 2, Sessions 1-8; Part 3A; Part 3B, Sessions 1-7; Part 3C, Sessions 1-6; Part 4, Sessions 1-7</p> <p><b>Skills Bank:</b> Skills 8, 10, 21-26</p> <p><b>Supplementary Unit: <i>Teens-Alcohol and Other Drugs</i>:</b> Sessions 1-15</p>