



CROSSWALK ASCA MINDSETS & BEHAVIORS WITH CASEL'S FIVE COMPETENCIES

INCLUDING GRADE-LEVEL LEARNING TARGETS





Vermont School Counselor Association, March 2024

SOURCES

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MARCH 2024

CROSSWALK ASCA MINDSETS & BEHAVIORS
WITH CASEL'S FIVE COMPETENCIES

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GRADES PK-5

SELF-AWARENESS

Students should be able to recognize and understand their own emotions, strengths, and areas for growth.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>PK-K</p>	 <p>1ST - 3RD</p>	 <p>4TH - 5TH</p>
<p>M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing</p>	<p>Identifies basic emotions (happy, sad, angry).</p>	<p>Recognizes and names a broader range of emotions.</p>	<p>Demonstrates an understanding of complex emotions and their impact.</p>
<p>M 2 Sense of acceptance, respect, support and inclusion for all students in the school environment</p>	<p>Understands the concept of personal responsibility.</p>	<p>Takes responsibility for own actions in simple situations.</p>	<p>Consistently demonstrates accountability for choices and actions.</p>
<p>M 3 Positive attitude towards work and learning</p>	<p>Begins to recognize personal strengths and interests.</p>	<p>Identifies areas for improvement and expresses a willingness to learn.</p>	<p>Identifies areas for improvement and expresses a willingness to learn.</p>
<p>M 4 Self-confidence in ability to succeed</p>	<p>Exhibits positive self-concept and confidence in their abilities.</p>	<p>Identifies and describes skills and activities they do well and those for which they need help.</p>	<p>Recognize and build on their strengths.</p>
<p>M 5 Belief in abilities to the fullest to achieve high-quality results and outcomes</p>	<p>Sets achievable and realistic short-term goals and understands the importance of effort in goal attainment.</p>	<p>Uses a growth mindset that values effort over innate abilities and learns from the concept of "learning from mistakes."</p>	<p>Develops habits of completing assignments and tasks on time and celebrates small successes to build confidence.</p>
<p>M 6 Understanding that postsecondary education and life-long learning are necessary for long-term success</p>	<p>Demonstrates fundamental skills, knowledge, and a love for learning that can serve as a springboard for further education</p>	<p>Focuses on the development of critical skills such as communication, problem-solving, critical thinking, and collaboration</p>	<p>Pursues pursue interests, hobbies, and passions beyond their initial education experience.</p>

GRADES 6-12

SELF-AWARENESS





Students should be able to recognize and understand their own emotions, strengths, and areas for growth.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>6TH - 8TH</p>	 <p>9TH - 10TH</p>	 <p>11TH - 12TH</p>
<p>M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing</p>	<p>Identifies a range of emotions and begins to regulate emotional responses.</p>	<p>Recognizes, understands, and effectively regulates a broad spectrum of emotions.</p>	<p>Articulates emotions clearly and adapts communication style based on context.</p>
<p>M 2 Sense of acceptance, respect, support and inclusion for all students in the school environment</p>	<p>Demonstrates basic accountability for actions in personal and academic settings.</p>	<p>Actively seeks to understand and appreciate global perspectives, demonstrating cultural competence.</p>	<p>Consistently takes responsibility for actions, demonstrating leadership and integrity.</p>
<p>M 3 Positive attitude towards work and learning</p>	<p>Identifies personal strengths and areas for improvement.</p>	<p>Conducts a comprehensive self-assessment, recognizing strengths and creating strategies for growth.</p>	<p>Demonstrates a high level of self-awareness through thoughtful and insightful self-reflection.</p>
<p>M 4 Self-confidence in ability to succeed</p>	<p>Understands that their abilities and intelligence can be developed through dedication and hard work.</p>	<p>Sets and achieves goals, recognizes their progress, and develops a sense of competence and mastery in various areas of their lives.</p>	<p>Demonstrates that intelligence and abilities can be developed through effort and learning. This mindset encourages a love for learning and resilience in the face of challenges.</p>
<p>M 5 Belief in abilities to the fullest to achieve high-quality results and outcomes</p>	<p>Believes in capabilities and judgment and embraces challenges as opportunities to learn and grow.</p>	<p>Cultivates a positive attitude toward challenges and setbacks and focuses on solutions rather than dwelling on problems.</p>	<p>Sets clear, achievable goals for direction and purpose and breaks down large goals into smaller, manageable tasks.</p>
<p>M 6 Understanding that postsecondary education and life-long learning are necessary for long-term success</p>	<p>Sets short-term goals related to academic and personal development.</p>	<p>Establishes long-term goals, develops action plans, and adapts strategies based on progress and challenges.</p>	<p>Explores various career options through research, internships, or job shadowing. Connects academic pursuits with potential career paths.</p>





GRADES PK-5

SELF-MANAGEMENT

Students should learn strategies to regulate their emotions, set goals, and persevere through challenges.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>PK-K</p>	 <p>1ST - 3RD</p>	 <p>4TH - 5TH</p>
<p>B- LS 3 Time management, organizational and study skills</p>	<p>Engages in basic time-related activities (e.g., transitions).</p>	<p>Follows a basic schedule and manages time for simple tasks.</p>	<p>Effectively manages time, plans activities, and completes tasks within given timeframes.</p>
<p>B- LS 4 Self-motivation and self-direction to learning</p>	<p>Participates in simple tasks with guidance.</p>	<p>Initiates and completes routine tasks independently.</p>	<p>Takes the initiative to start and manage more complex tasks.</p>
<p>B- LS 5 Media and technology skills to enhance learning</p>	<p>Explores educational apps and websites that are specifically designed for elementary students. Platforms like ABCmouse, Khan Academy Kids, and PBS Kids offer interactive content covering various subjects.</p>	<p>Creates digital stories using tools like StoryJumper or Book Creator. This helps improve creativity, language skills, and digital literacy.</p>	<p>Creates multimedia presentations using tools like PowerPoint, Google Slides, or Prezi. This develops research, organizational, and presentation skills.</p>
<p>B- LS 6 High standards of quality for tasks and activities</p>	<p>Analyzes information and thinks independently. Asks questions, makes connections, and draws conclusions.</p>	<p>Uses problem-solving skills by presenting real-world challenges and explores multiple solutions and evaluates their effectiveness.</p>	<p>Uses creativity through open-ended tasks and projects and expresses themselves in different ways.</p>
<p>B- LS 7 Long and short-term academic, career and social/emotional goals</p>	<p>Displays curiosity, & risk-taking, and willingness to engage in new experiences.</p>	<p>Identifies simple goals for personal and academic success.</p>	<p>Assesses their level of engagement in their own learning for the achievement of personal goals.</p>
<p>B- LS 10 Participation in enrichment and extracurricular activities</p>	<p>Participates in art, music, and drama activities to encourage creative thinking and expression.</p>	<p>Engages in activities that involve critical thinking, such as puzzles, chess, or strategy games, can develop problem-solving skills.</p>	<p>Balances schoolwork and extracurricular commitments to manage time effectively.</p>

GRADES PK-5 | SELF-MANAGEMENT

 ASCA MINDSETS & BEHAVIORS	 PK-K	 1ST - 3RD	 4TH - 5TH
B-SMS 1 Responsibility for self and actions	Follows basic classroom rules and routines.	Demonstrates improved self-control in various settings.	Exhibits consistent self-discipline and positive behavior.
B-SMS2 Self-discipline and self control	Uses verbal and nonverbal language to demonstrate a variety of emotions and demonstrate awareness of emotions and how they may be the same or different from others.	<p>Uses verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.</p> <p>Recognizes and labels a variety of their own basic emotions.</p> <p>Able to, with adult guidance, demonstrate a variety of strategies to manage strong emotions.</p>	<p>Express their emotions to self and others in respectful ways.</p> <p>Recognizes and labels a variety of complex emotions in self and others.</p> <p>Able to, with minimal adult guidance, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to self & others.</p>
B-SMS 3 Independent work	Participates in simple tasks with guidance.	Initiates and completes routine tasks independently.	Takes the initiative to start and manage more complex tasks.
B-SMS 4 Delayed gratification for long-term rewards	Begins to understand the concept of saving or delaying for a future reward.	Demonstrates basic planning for future rewards.	Applies planning skills to delay gratification for more significant rewards.
B-SMS 5 Perseverance to achieve long- and short-term goals	Breaks down tasks into smaller, manageable goals and celebrate small achievements to build confidence	Define specific, achievable goals and can discuss the importance of setting both short- and long-term goals.	Can manage independent projects that require planning and sustained effort.
B-SMS 6 Ability to overcome barriers	<p>Able to, with adult guidance and engaging activities, attend for longer periods of time and show preference for some activities.</p> <p>Able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities.</p>	<p>Able to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.</p> <p>Able to, with encouragement, persist toward reaching a goal despite setbacks.</p>	Able to, with adult guidance, use organizational skills and strategies to focus attention in order to work toward personal and academic goals.


GRADES PK-5 | SELF-MANAGEMENT

 ASCA MINDSETS & BEHAVIORS	 PK-K	 1ST - 3RD	 4TH - 5TH
B-SMS 7 Effective coping skills	Recognizes basic emotions in oneself.	Identifies and names a variety of emotions.	Demonstrates a nuanced understanding of emotions and their triggers.
B-SMS 8 Balance of school, home and community activities	Participates in drama, dance, and music performances to showcase their talents, boosting self-confidence.	Able to face challenges, whether in academic competitions or sports events, helps build resilience and perseverance.	Participates in clubs or student government fosters leadership skills and a sense of responsibility.
B-SMS 9 Personal safety skills	Recognizes and expresses feelings. Knows to talk to a trusted adult if they feel scared, sad, or uncomfortable.	Demonstrates an understanding of simple rules related primarily to personal health and safety.	Able to describe ways to promote personal safety.
B-SMS 10 Ability to manage transitions and adapt to change	Adjusts to new situations and changes in routine.	Develops a positive attitude and bouncing back from challenges or setbacks.	Expresses thoughts and feelings effectively, as well as listening to others.





GRADES 6-12

SELF-MANAGEMENT





Students should learn strategies to regulate their emotions, set goals, and persevere through challenges.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>6TH - 8TH</p>	 <p>9TH - 10TH</p>	 <p>11TH - 12TH</p>
<p>B- LS 3 Time management, organizational and study skills</p>	<p>Manages time effectively, follows schedules, and meets deadlines.</p> <p>Plans and prioritizes tasks, adjusting plans as needed.</p>	<p>Demonstrates advanced time management skills, consistently meeting deadlines and managing multiple priorities.</p>	<p>Adapts plans as needed, demonstrating flexibility and resilience in the face of unexpected challenges.</p>
<p>B- LS 4 Self-motivation and self-direction to learning</p>	<p>Demonstrates regular self-reflection to assess progress and identify areas for improvement.</p>	<p>Demonstrates a high level of initiative and independence in both academic and personal contexts.</p>	<p>Takes responsibility for personal development and seeks opportunities for growth and learning.</p>
<p>B- LS 5 Media and technology skills to enhance learning</p>	<p>Uses age-appropriate educational games and apps.</p>	<p>Understands basic online research skills using safe and reputable websites and knows the importance of evaluating information sources.</p>	<p>Develops advanced research skills, including the ability to critically analyze and synthesize information and can introduce statistical analysis tools for subjects like science or social studies.</p>
<p>B- LS 6 High standards of quality for tasks and activities</p>	<p>Solves problems using logical reasoning and critical thinking skills and begins to analyze and interpret information from various sources.</p>	<p>Evaluates information from multiple sources to form independent opinions and applies problem-solving strategies to real-world situations.</p>	<p>Engages in complex problem-solving and analytical thinking and evaluates the validity and reliability of sources critically.</p>
<p>B-LS 7 Long and short-term academic, career and social/emotional goals</p>	<p>Consistently set attainable, realistic goals, and persist until their goals are achieved.</p>	<p>Reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.</p>	<p>Sets short and long-term group goals, and creates a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals</p>

GRADES 6-12 | SELF-MANAGEMENT





 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>6TH - 8TH</p>	 <p>9TH - 10TH</p>	 <p>11TH - 12TH</p>
<p>B-LS 10 Participation in enrichment and extracurricular activities</p>	<p>Explores language and writing clubs to enhance communication and creative writing skills and considers joining clubs such as science, technology, engineering, and mathematics (STEM) clubs to engage in hands-on projects and experiments.</p>	<p>Participates in debate or public speaking clubs to improve communication and critical thinking skills.</p>	<p>Seeks internships or job shadowing opportunities to gain real-world experience in potential career fields.</p>
<p>B-SMS 1 Responsibility for self and actions</p>	<p>Demonstrates self-discipline and consistently exhibits positive behavior. Adapts behavior to various contexts and shows respect for others.</p>	<p>Exhibits a high level of self-discipline and consistently models positive behavior for peers.</p>	<p>Demonstrates adaptability in behavior across various social and academic settings.</p>
<p>B-SMS 2 Self-discipline and self-control</p>	<p>Expresses emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal) and recognizes and labels a variety of complex graded emotions in self and others.</p>	<p>Expresses emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal) and recognizes and labels a variety of graded emotions in self and others as they occur and evolve over time.</p>	<p>Understands and explains how their expression of emotions can influence how others respond to them and identifies how the process of recognizing and labeling emotions informs thinking and influences relationships.</p>
<p>B-SMS 3 Independent work</p>	<p>Independently initiates and completes routine tasks. Demonstrates initiative in taking on more complex tasks and projects.</p>	<p>Demonstrates advanced time management skills, consistently meeting deadlines and managing multiple priorities.</p>	<p>Adapts plans as needed, demonstrating flexibility and resilience in the face of unexpected challenges.</p>
<p>B-SMS 4 Delayed gratification for long-term rewards</p>	<p>Demonstrates effective problem-solving skills when faced with challenges related to delayed gratification. Adapts strategies to overcome impatience and stay focused on long-term objectives.</p>	<p>Makes strategic decisions by weighing the costs and benefits of delayed gratification. Utilizes critical thinking skills to evaluate potential risks and rewards.</p>	<p>Engages in regular self-reflection to assess progress in developing delayed gratification skills. Identifies areas for improvement and implements strategies for growth.</p>

GRADES 6-12 | SELF-MANAGEMENT

 ASCA MINDSETS & BEHAVIORS	 6TH - 8TH	 9TH - 10TH	 11TH - 12TH
B-SMS 5 Perseverance to achieve long and short-term goals	Uses optimism and a "growth mindset" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.	Sets priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.	Maintains a "growth mindset" about their abilities to succeed and grow and will persist through challenges.
B-SMS 6 Ability to overcome barriers	<p>Identifies successes and challenges, and how they can learn from them.</p> <p>Is able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.</p>	<p>Recognizes barriers to succeeding and identifies supports to help themselves.</p> <p>Is able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.</p>	<p>Demonstrates perseverance when dealing with challenges and adversity.</p> <p>Uses focusin skills independently and understands their importance in achieving important goals in times of adversity.</p>
B-SMS 7 Effective coping skills when faced with a problem	Identifies what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger.	Consistently uses appropriate calming and coping strategies when dealing with strong emotions.	Predicts situations that will cause strong emotions, and plan and prepare to manage those emotions.
B-SMS 8 Balance of school, home and community activities	Understands the importance of a schedule. Creates a daily or weekly planner for assignments and activities.	Uses self-reliance in managing homework and assignments and uses problem-solving skills for overcoming challenges	Fosters self-reflection on personal growth and achievements and knows how to manage the balance between academics, personal life, and community engagement.
B-SMS 9 Personal safety skills	Identifies the impact of their decisions on personal safety and relationships.	Uses negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety.	Evaluates factors that impact personal & community health & safety, & apply appropriate preventative & protective strategies (e.g., health and wellness, sleep, healthy relationships).
B-SMS 10 Ability to manage transitions and adapt to change	Reflects on their strengths, weaknesses, and preferences and identifies their emotions and understands how they react to change.	Sets short-term and long-term goals and uses adaptability when goals need to be adjusted.	Questions assumptions and considers multiple perspectives

RESPONSIBLE DECISION-MAKING

Students should be able to make ethical and responsible decisions, considering the well-being of themselves and others.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>PK-K</p>	 <p>1ST - 3RD</p>	 <p>4TH - 5TH</p>
<p>B-LS 1 Critical thinking skills to make informed decisions</p>	<p>With adult guidance, recognizes that they have choices in how to respond to situations.</p>	<p>With adult guidance, generates possible choices and actions they could take in a given situation, including positive and negative options.</p>	<p>Makes constructive choices about personal behavior interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.</p>
<p>B-LS 2 Creative approach to learning, tasks and problem solving</p>	<p>Identifies simple problems and challenges.</p>	<p>Recognizes more complex problems and understands the need for solutions.</p>	<p>Skillfully identifies and defines problems, demonstrating critical thinking.</p>
<p>B-LS 8 Engagement in challenging coursework</p>	<p>Engages in interactive and hands-on activities to introduce basic concepts (building blocks for counting and sorting) and encourage creativity through storytelling, drawing, and other forms of creative expression.</p>	<p>Uses project-based learning to explore a topic of interest in-depth to encourage independent research and critical thinking.</p>	<p>Engages in debates and discussions to enhance communication and critical thinking skills applied to various subjects, including social studies and literature.</p>
<p>B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions</p>	<p>Shows awareness of being part of a family and a larger community.</p>	<p>Defines the role family and culture play in their identity and beliefs.</p>	<p>Identifies their role in their family and community and how those roles impact their identity.</p>
<p>B-SS 5 Ethical decision-making and social responsibility</p>	<p>Shares independent thoughts and begin to notice that other children and families do things differently.</p>	<p>Identifies and explores their own beliefs. Shows an awareness of being part of a family and a larger community. Recognizes and respects that individual differences are important to self and others.</p>	<p>Reflects on similarities and differences between their personal beliefs and those of others. Able to, with adult guidance, identify classroom, school, and community needs.</p>

GRADES 6-12





RESPONSIBLE DECISION-MAKING

Students should be able to make ethical and responsible decisions, considering the well-being of themselves and others.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>6TH - 8TH</p>	 <p>9TH - 10TH</p>	 <p>11TH - 12TH</p>
<p>B-LS 1 Critical thinking skills to make informed decisions</p>	<p>Generates a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others.</p>	<p>Applies steps of systemic decision-making with consideration of well-being for oneself and others.</p>	<p>Considers a variety of factors (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations.</p>
<p>B-LS 2 Creative approach to learning, tasks and problem solving</p>	<p>Applies a structured decision-making process independently, considering multiple factors.</p> <p>Demonstrates an understanding of decision-making models and their application to real-world scenarios.</p>	<p>Independently applies a well-structured decision-making process, incorporating various factors and perspectives.</p> <p>Demonstrates a high level of adaptability in decision-making based on changing circumstances.</p>	<p>Engages in reflective practices, consistently learning from past decisions and experiences.</p> <p>Demonstrates a growth mindset, actively seeking feedback for continuous improvement.</p>
<p>B-LS 8 Engagement in challenging coursework</p>	<p>Participates in a variety of subjects to help them discover their interest as well as participation in extracurricular activities such as STEM clubs, debate</p>	<p>Explores elective courses in areas like fine arts, computer science, or foreign languages and chooses electives based on potential career interests.</p>	<p>Considers advanced placement (AP) courses or dual enrollment programs for college credit and explores vocational or technical education options.</p>
<p>B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions</p>	<p>Identifies how family and culture impact their thoughts and actions.</p> <p>Shows an awareness of being part of a family and a larger community.</p>	<p>Reflects on their own beliefs relative to different familial and societal norms.</p> <p>Defines the role family and culture play in their identity and beliefs.</p>	<p>Explains how their beliefs can impact their growth and success, and advocate for their beliefs.</p> <p>Identifies their role in their family and community and how those roles impact their identity.</p>
<p>B-SS 5 Ethical decision-making and social responsibility</p>	<p>Self-reflects on their values and beliefs and how their behaviors relate to those values and beliefs.</p> <p>Able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</p>	<p>Uses self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.</p> <p>Able to independently create an action plan that addresses real needs in the classroom, school, and community.</p>	<p>Uses self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.</p> <p>Able to independently create an action plan that addresses real needs in the classroom, school, and community.</p>

RELATIONSHIP SKILLS





Students should learn how to establish and maintain positive relationships, communicate effectively, and work collaboratively.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>PK-K</p>	 <p>1ST - 3RD</p>	 <p>4TH - 5TH</p>
<p>B-SS 1 Effective oral and written communication skills and listening skills</p>	<p>Demonstrates an awareness of self as a unique individual.</p>	<p>Presents their own point of view.</p>	<p>Appreciates diversity by recognizing multiple points of view and perspectives of others across cultural and social groups.</p>
<p>B-SS 2 Create positive and supportive relationships with other students</p>	<p>Engages in healthy and rewarding social interactions and play with others.</p>	<p>Able to identify the different relationships they have with others.</p>	<p>Able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.</p>
<p>B-SS 3 Positive relationships with adults to support success</p>	<p>Uses polite language, says "please" and "thank you," and addresses adults with respect.</p>	<p>Uses effective communication skills to articulate their thoughts and concerns to teachers and other adults.</p>	<p>Uses advanced communication skills, including expressing ideas clearly and actively participating in parent-teacher conferences and discussions.</p>
<p>B-SS 6 effective collaboration and cooperation skills</p>	<p>Participates in cooperative play with peers.</p>	<p>Demonstrates listening skills, starts and stops conversations, and takes turns in conversations.</p>	<p>Works cooperatively and productively in a group to accomplish a set goal.</p>
<p>B-SS 7 Leadership and teamwork skills to work effectively in groups</p>	<p>Reflects their family, culture, and community when engaged in play and learning.</p>	<p>Identifies commonalities they share with peers.</p>	<p>Builds relationships between diverse groups of people.</p>
<p>B-SS 8 Advocacy skills and ability to assert self, when necessary</p>	<p>Advocates for themselves.</p>	<p>Advocates for their needs and the needs of others by utilizing educational and community support networks. Attempts a new skill when encouraged and supported by a safe and secure environment.</p>	<p>Generates positive choices and proactively advocate for themselves and others across settings (e.g., school, community, work, and personal relationships). Identifies how to get help from a trusted adult in a variety of situations.</p>
<p>B-SS 10 Cultural awareness, sensitivity and responsiveness</p>	<p>Recognizes and identifies basic similarities and differences in appearance and traditions.</p>	<p>Demonstrates an understanding of diverse cultural practices within their immediate community.</p>	<p>Recognizes and appreciates cultural diversity both within and beyond their community.</p>





GRADES 6-12

RELATIONSHIP SKILLS

Students should learn how to establish and maintain positive relationships, communicate effectively, and work collaboratively.

 <p>ASCA MINDSETS & BEHAVIORS</p>	 <p>6TH - 8TH</p>	 <p>9TH - 10TH</p>	 <p>11TH - 12TH</p>
<p>B-SS 1 Effective oral and written communication skills and listening skills</p>	<p>Expresses ideas clearly and concisely, using appropriate vocabulary for their age. Demonstrates an understanding of basic writing structures, such as paragraphs and sentences.</p>	<p>Developing basic public speaking skills, including speaking in front of the class. Using more complex writing structures, such as essays with multiple paragraphs.</p>	<p>Engages in formal debates, presenting and defending complex arguments. Exhibits advanced writing skills, including the ability to write research papers and essays.</p>
<p>B-SS 2 Positive, respectful and supportive relationships with students who are similar to and different from them</p>	<p>Displays a high level of respect for diverse cultures, traditions, and perspectives. Actively seeks to understand and celebrate differences in a variety of contexts.</p>	<p>Exhibits a high level of respect for diverse cultures, traditions, and perspectives, fostering an inclusive environment.</p>	<p>Advocates for equity and social justice in relation to cultural differences.</p>
<p>B-SS 3 Positive relationships with adults that support success</p>	<p>Recognizes the emotional, physical, social, and other costs of negative relationships.</p>	<p>Independently seeks and sustains positive, supportive relationships.</p>	<p>Maintains positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships.</p>
<p>B-SS 6 Effective collaboration and cooperation skills</p>	<p>Works cooperatively and productively in a group and overcome setbacks and disagreements. Applies negotiation skills and conflict resolution skills to resolve differences.</p>	<p>Formulates group goals and works through an agreed-upon plan. Self reflects on their role in a conflict to inform their behavior in the future.</p>	<p>Recognizes how each group member's skills contribute toward group goals. Consistently resolves interpersonal conflicts across settings (e.g., school, work, community, and personal relationships).</p>
<p>B-SS 7.7 Leadership and teamwork skills to work effectively in diverse groups</p>	<p>Listens attentively to their peers' ideas and opinions. Asks questions to ensure a thorough understanding.</p>	<p>Demonstrates the importance of cultural sensitivity and inclusivity. Completes projects that involve exploring and presenting information about different cultures.</p>	<p>Understands global issues and challenges, fostering an understanding of diverse perspectives.</p>





GRADES 6-12 | RELATIONSHIP SKILLS

 ASCA MINDSETS & BEHAVIORS	 6TH - 8TH	 9TH - 10TH	 11TH - 12TH
<p>B-SS 8 Advocacy skills and ability to assert self, when necessary</p>	<p>Uses active listening and assertive, clear communication when expressing thoughts and ideas.</p>	<p>Uses assertive communication, including refusals, to get their needs met without negatively impacting others.</p>	<p>Uses assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others.</p>
<p>B-SS 10 Cultural awareness, sensitivity and responsiveness</p>	<p>Demonstrates cultural responsiveness in peer interactions and group dynamics.</p> <p>Addresses cultural insensitivity and promotes inclusivity within the peer group.</p>	<p>Demonstrates cultural responsiveness in various social contexts, effectively navigating diverse interpersonal dynamics.</p> <p>Takes a leadership role in addressing cultural insensitivity and promoting inclusivity within the school community.</p>	<p>Critically analyzes and challenges stereotypes and biases related to cultural differences, advocating for cultural competence.</p> <p>Actively works towards dismantling systemic cultural biases.</p>

GRADES PK-5

SOCIAL AWARENESS





Students should develop empathy and an understanding of others' perspectives and cultures.

 ASCA MINDSETS & BEHAVIORS	 PK-K	 1ST - 3RD	 4TH - 5TH
<p>B-SS 4 Empathy</p>	<p>Recognizes the feelings of another child and responds with basic comfort and empathy.</p>	<p>Able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</p>	<p>Identify others' need for empathy and respond in respectful ways.</p>
<p>B-SS 9 Social maturity & behaviors appropriate to the situation and environment</p>	<p>Adapts behavior based on adult directives. Follows simple group rules.</p>	<p>Able to, with adult guidance, adapt behavior based upon peer feedback and environment cues. Demonstrates positive behaviors as</p>	<p>Independently adapts behavior based upon peer feedback and environmental cues. Identifies and respects social norms for behavior and safe interactions across different settings.</p>

GRADES 6-12

SOCIAL AWARENESS

Students should develop empathy and an understanding of others' perspectives and cultures.

 ASCA MINDSETS & BEHAVIORS	 6TH - 8TH	 9TH - 10TH	 11TH - 12TH
B-SS 4 Empathy	Provides support and encouragement to others through perspective-taking, empathy, and appreciation for diversity. Recognizes expressions of empathy in society and communities.	Demonstrates empathy to others who have different views and beliefs. Evaluates verbal, physical, and environmental cues to predict and respond to the emotions of others.	Demonstrate connectedness, through empathy and engagement to their communities. Evaluates verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.
B-SS 9 Social maturity and behaviors appropriate to the situation and environment	Recognizes and responds appropriately to constructive feedback. Identifies how social norms for behavior vary across different settings and within different cultures.	Accepts constructive feedback. Identifies the purpose of social norms for behavior across situations and how these norms are influenced by public opinion.	Evaluates constructive feedback and provides constructive feedback when needed. Evaluates the ways in which public opinion can be used to influence and shape public policy



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