



SSWAA Standards

Goal 1: Self-Awareness

Learn to recognize and assess one's feelings, interests, strengths, and challenges.

	G1.1. Emotions	G1.2. Strengths, Interests, and Challenges	G1.3. Similarities and Differences
Early Childhood and Early Elementary	Name and label emotions in self.	Tell of own uniqueness; state likes, dislikes, strengths, and challenges.	State how people are alike and different; gain awareness that differences are acceptable.
Late Elementary	Examine emotions and impact on others.	Demonstrate understanding and acceptance of uniqueness, strengths, and challenges of others.	Demonstrate acceptance of uniqueness in other social and cultural groups.

Goal 2: Self-Management

Build and maintain positive peer, family, school, and work relationships.

	G2.1. Emotions and Behavior	G2.2. Goal Setting	G2.3. Support Systems
Early Childhood and Early Elementary	Identify feelings, words, and faces; use language to express feelings; identify feelings by looking at others; control impulses.	State goals, likes, wants, dislikes, and one's strengths.	Identify friends, adults in the school and within the community; know whom to go to for help in school and the community; identify safe and unsafe people within the community.
Late Elementary	Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another.	Express goals, likes, wants, dislikes, strengths and create plans to achieve goals.	Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe behavior.

Goal 3: Social Awareness

Recognize and express acceptance of the thoughts, feelings, and perspectives of others in a variety of social and cultural settings.

	G3.1. Behaviors of Inquiry	G3.2. Understanding the Complexity of Environment	G3.3. Empathy Toward Others
Early Childhood and Early Elementary	Observe the interactions of others, recognize others' feelings, and express curiosity about the world in which they live.	Recognize that the world consists of many different social relationships that make up the environment in which they live.	Observe how people engage with each other and recognize how others' feelings might be similar or different than their own.
Late Elementary	Listen to feedback from others regarding their behavior, inquire about others' families and backgrounds, and gain age-appropriate material on different cultures.	Recognize that the world is a very complex place and other people's experiences are different from their own.	Recognize how personal behavior helps or harms social relationships and interactions.

Goal 3: Social Awareness (continued)

	G3.4. Awareness of Social Norms	G3.5. Identifying Individual and Group Similarities and Differences	G3.6. Appropriate Levels of Interaction
Early Childhood and Early Elementary	Begin to understand the socially created rules for interaction that govern human relationships with peers, adults, and school settings.	Describe the ways that people are similar and different, including the positive qualities of others.	Learn from interactions with others how to modify their behavior to meet their own and others' needs
Late Elementary	Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and in school settings.	Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself.	Consciously consider the impact of their behavior on others and make effective behavioral choices.

Goal 4: Relationship Skills

Build and maintain positive peer, family, school, work, and community relationships.

	G4.1. Cooperation	G4.2. Communication	G4.3. Resisting Peer Pressure	G4.4. Conflict Resolution
Early Childhood and Early Elementary	State reasons for the importance of cooperating with others, and explain that cooperating requires sharing and taking turns.	State basics of two-way communication (speaking and listening).	Identify safe and unsafe situations with peers and feelings associated with each.	Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger.
Late Elementary	Explain the importance of encouraging others and doing their part.	Learn the various techniques for improving communication, including speaking and listening skills, and how to ask for help when needed.	Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure.	Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner.

Goal 5: Responsible Decision-Making

Develop and demonstrate decision-making skills and responsible behaviors in all personal, school, family, and community contexts.

	G5.1. Identifying & Evaluating Choices	G5.2. Problem-Solving	G5.3. Taking Responsibility
Early Childhood and Early Elementary	Define what it means to make a choice.	Recognize there are positive and negative choices and consequences.	Identify personal responsibilities at school.
Late Elementary	Understand and explain choices when interacting with others.	Explain the possible outcomes associated with different choices, and generate alternative solutions and long-term outcomes of decisions on self and others.	Begin to assume ownership for individual responsibilities.