BPS K-12 Social Emotional Learning Standards

K-12 Character Development Strands

Core Principles	A. Students will recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing. B. Students will develop, implement, promote, and model core ethical and performance principles. C. Students will consider it a high priority to foster caring attachments between fellow students, staff, and the community. D. Students will demonstrate mutual respect and utilize strategies to build a safe and supportive culture. E. Students will take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
Responsible Decision Making & Problem Solving	F. Students will consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. G. Students will organize personal time and manage personal responsibilities effectively. H. Students will play a developmentally appropriate role in classroom management and school governance. I. Students will develop, implement, and model effective problem-solving skills.

K-12 Personal Development Strands

Self-Awareness	A. Students will understand and analyze and express thoughts and emotions. B. Students will identify and assess personal qualities and external supports.
Self-Management	C. Students will understand and practice strategies for managing thoughts and behaviors. D. Students will reflect on perspectives and emotional responses. E. Students will set, monitor, adapt, and evaluate goals to achieve success in school and life.

K-12 Social Development Strands

Social Awareness	A. Students will be aware of the thoughts, feelings, and perspectives of others B. Students will demonstrate awareness of cultural issues and a respect for human dignity and differences.
Interpersonal Skills	C. Students will demonstrate communication and social skills to interact effectively. D. Students will develop and maintain positive relationships. E. Students will demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Adapted from Kansas Social, Emotional, and Character Development Standards with permission from Kansas State Department of Education

K-1 Birmingham Public Schools
Social & Emotional Learning Standards

		Kindergarten *Students will...*	First Grade *Students will...*
CHARACTER DEVELOPMENT	**Core Principles**	**Understand that core ethical and performance principles exist (e.g. in classrooms, in the community, in homes).** **Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.** **Recognize characteristics of a positive relationship.** **Recognize characteristics of a hurtful relationship.**	**Recognize and celebrate the natural, beneficial consequences of acts of character.** **Identify relationships in their family, school, and community that are caring.** **Demonstrate caring and respect for others.** **Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" are.**
	Responsible Decision Making & Problem Solving	**State the difference between appropriate and inappropriate behaviors.** **Participate in individual roles and responsibilities in the classroom and in school.**	**Identify and model safe and unsafe situations** **Recognize the various roles of the personnel that govern the school (all staff).** **Identify and illustrate the problem.**
PERSONAL DEVELOPMENT	**Self-Awareness**	**Identify and describe basic emotions.** **Identify positive and negative emotions.** **Identify personal likes and dislikes.**	**Identify personal strengths and weaknesses.** **Identify consequences of behavior.** **Identify people, places, and other resources to go for help (parents, relatives, school personnel).**
	Self-Management		**Describe and practice sending effective verbal and non-verbal messages.** **Recognize behavior choices in response to situations.** **Describe responsibilities in school, home, and the community**

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K-1 Birmingham Public Schools
Social & Emotional Learning Standards

		Kindergarten *Students will…*	First Grade *Students will…*
SOCIAL DEVELOPMENT	**Social Awareness**	**Identify a range of emotions in others (e.g. identify "sad" by facial expression; identify "mad" by tone of voice).** **Identify possible causes for emotions (e.g. losing dog may make you "sad," your birthday may make you "happy").** **Identify possible behaviors and anticipate reactions in response to a specific situation.** **Identify healthy personal hygiene habits.** **Describe ways that people are similar and different.**	**Follow rules that respect classmates' needs and use polite language.** **Take turns and practice sharing.** **Practice sharing encouraging comments.** **Identify conflict.** **Identify what actions cause conflict.**
	Interpersonal Skills	**Recognize how facial expressions, body language, and tone communicate feelings.** **Identify and demonstrate good manners.**	

2-3 Birmingham Public Schools
Social & Emotional Learning Standards

		Second Grade *Students will…*	Third Grade *Students will…*
CHARACTER DEVELOPMENT	**Core Principles**	Identify and apply core principles in everyday behavior. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of school. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills. Describe "active listening." Recognize and define bullying and teasing. Model positive peer interactions.	Discuss and define developmentally appropriate core ethical and performance principles and their importance (e.g. respect, fairness, kindness, honesty). Identify and apply personal core ethical and performance principles. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school. Demonstrate and practice characteristics of a caring relationship.
	Responsible Decision Making & Problem Solving	Explain the consequences and intrinsic rewards of individual and community actions. Develop self-control skills (e.g. stop, take a deep breath, and relax). Identify desired outcome. Identify possible solutions and the pros and cons of each solution. Identify and select the best solution, put the solution into action, and reflect on the outcome of the solution.	Compare and contrast safe and unsafe situations. Create a daily schedule of schoolwork and activities. Identify factors that will inhibit or advance the accomplishment of personal goals. Recognize how and when to ask for help. Identify and organize materials to be prepared for class. Discuss and model appropriate classroom behavior individually and collectively. Apply self-control skills.

2-3 Birmingham Public Schools
Social & Emotional Learning Standards

		Second Grade *Students will...*	Third Grade *Students will...*
PERSONAL DEVELOPMENT	**Self-Awareness**	Identify situations that might evoke emotional responses. Ask clarifying questions. Identify positive responses to problems (e.g. get help, try harder, use a different solution).	Recognize reactions to emotions. Describe personal qualities (e.g. personal strengths, weaknesses, interests, and abilities). Identify benefits of various personal qualities (e.g. honesty, curiosity, and creativity). Identify additional external supports (e.g. friends, historical figures, media representations).
	Self-Management	Identify and demonstrate techniques to manage common stress and emotions. Identify and describe how feelings relate to thoughts and behaviors. Describe personal responsibilities to self and others. Describe common responses to failures and disappointments. Define success and the process of goal setting. Identify personal goals, school goals, and home goals (e.g. dreams, aspirations, hopes). Identify factors that lead to goal achievement and success (e.g. confidence, motivation, understanding, hard work, effort). Identify specific steps for achieving a particular goal.	Distinguish between facts and opinion. Describe and practice communication components (e.g. listening, reflecting, and responding). Acknowledge personal responsibilities to self and others. Examine the personal impact of helping others. Establish criteria for evaluating personal and academic success.

2-3 Birmingham Public Schools
Social & Emotional Learning Standards

		Second Grade *Students will…*	Third Grade *Students will…*
SOCIAL DEVELOPMENT	**Social Awareness**	Use respectful language and actions when dealing with conflict or differences of opinions.	Recognize how culture (e.g. ethnicity, SES, gender) affects similarities and differences.
	Interpersonal Skills	Use "I" statements. Pay attention to others when they are speaking. Understand the importance of personal space. Recognize how various relationships in life are different. Identify and practice appropriate behaviors to maintain positive relationships (e.g. personal space, voice volume). Identify appropriate and inappropriate ways to resolve conflicts.	Respond appropriately to social situations. Use "I" statements with rationale. React to feedback. Recognize the needs of others and how those needs may differ from their own. Recognize how facial expressions, body language, and tone impact interactions. Practice and evaluate good manners. Recognize characteristics of positive and negative relationships.

Birmingham Public Schools
Social & Emotional Learning Standards

		Fourth Grade *Students will…*	Fifth Grade *Students will…*
CHARACTER DEVELOPMENT	**Core Principles**	**Illustrate characteristics of a hurtful relationship.** **Differentiate between bullying, teasing, and harassment.** **Explain how power, control, popularity, security, and fear play into bullying behavior towards others.** **Describe the role of students in instances of bullying (bystanders, "up standers, students who bully, targets of bullying).** **Recognize and model how a bystander can be part of the problem or part of the solution by becoming an "up stander".** **Identify and demonstrate ways a target of bullying can be a part of the solution.**	**Assess community needs in the larger community, investigate effects on the community, assess positive, responsible action, and reflect on personal involvement.** **Interpret ethical reasoning through discussions of individual and community rights and responsibilities.** **Practice relationships in their family, school, and community that are caring.** **Practice empathetic statements and questions. Demonstrate active listening skills.**
	Responsible Decision Making & Problem Solving	**Identify how responsible decision-making affects personal/social short-term and long-term goals.** **Identify the problem and understand the reasons for the problem.**	**Identify choices made and the consequences of those choices.** **Understand personal relationships with personnel that govern the school.** **Identify and analyze the desired outcome.** **Generate possible solutions and analyze the pros and cons of each solution.** **Select and implement the best solution.** **Analyze the actual outcome of the solution.**

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4-5 Birmingham Public Schools
Social & Emotional Learning Standards

		Fourth Grade *Students will…*	Fifth Grade *Students will…*
PERSONAL DEVELOPMENT	**Self-Awareness**	Identify reliable self-help strategies (e.g. positive self-talk, problem solving, time management, self-monitoring).	Critically reflect on behavioral responses depending on context or situation. Identify the varying degrees of emotions one can experience in different situations. Identify the positives and negatives of emotions that can be experienced with various communication forums. Solicit feedback of others and become and active listener.
	Self-Management	Describe cause/effect relationships. Understand causes and effects of impulsive behavior.	Identify and develop techniques to manage emotions. Identify and demonstrate civic responsibilities in a variety of situations (e.g. bullying, vandalism, violence). Describe consequences/outcomes of both honesty and dishonesty. Predict possible outcomes to behavioral choices. Recognize and demonstrate environmental and democratic responsibilities. Demonstrate factors that lead to goal achievement and success. Design action plans for achieving short-term and long-term goals and establish timelines. Identify and utilize potential resources for achieving goals. Establish criteria for evaluating, monitoring, and adjusting goal acquisition.

4-5 Birmingham Public Schools
Social & Emotional Learning Standards

		Fourth Grade *Students will…*	Fifth Grade *Students will…*
SOCIAL DEVELOPMENT	**Social Awareness**	Describe a range of emotions in others (e.g. sadness could be frustration, loneliness, disappointment). Describe possible behaviors and reactions in response to a specific situation (e.g. list behaviors that a classmate might show after getting in trouble at school). Develop and practice responsibility for personal hygiene, and describe its impact on social interactions. Define and recognize examples of stereotyping, discrimination, and prejudice and demonstrate empathy for the perspective of others.	Describe possible causes for emotions (e.g. there might be multiple reasons for one emotion). Identify how historical events are related to respect for human dignity.
	Interpersonal Skills	Recognize group dynamics. Recognize that some of the same norms and practices of face-to-face interactions apply to interactions through social and other media. Understand how personality traits affect relationships. Describe and utilize conflict resolution strategies. Describe and apply ways to be proactive and prevent conflict.	Listen actively and listen for understanding. Identify safe and risky behaviors in relationships. Understand the positive and negative impact of peer pressure on self and others.

Birmingham Public Schools
Social & Emotional Learning Standards

		Sixth Grade *Students will...*
CHARACTER DEVELOPMENT	**Core Principles**	Compare and contrast personal core principles with personal behavior.
		Illustrate and discuss personal core principles in the context of relationships and of classroom work.
		Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.
		Practice and receive feedback on responsible actions including academic and behavioral skills.
		Compare and contrast characteristics of a caring relationship and hurtful relationship.
		Analyze relationships in their family, school, and community that are caring.
		Compare and contrast different points of view respectfully.
		Practice listening effectively to understand values, attitudes, and intentions.
		Model respectful ways to respond to others' points of views.
		Differentiate behavior as bullying based on the power of the individuals that are involved.
		Model positive peer interactions that are void of bullying behaviors.
		Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.
		Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.
		Analyze how a bystander can be part of the problem or part of the solution by becoming an "up stander" (someone who stands up against injustice).
	Responsible Decision Making & Problem Solving	Monitor how responsible decision making affects progress towards achieving a goal.
		Analyze daily schedule of schoolwork and activities for effectiveness and efficiency.
		Recognize how, when, and who to ask for help.
		Construct and model classroom rules and routines.
		Compare and contrast behaviors that do or do not support classroom management.
		Identify specific feelings about the problem and apply appropriate self-control skills.
		State what the problem is and identify the perspectives of those involved.
		Identify desired outcome and discuss if it is attainable.
		Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.
		Identify best solution and analyze if it is likely to work.
		Generate a plan for carrying out the chosen option.
		Evaluate the effects of the solution.
		Understand how to make adjustments and amendments to the plan.

Birmingham Public Schools
Social & Emotional Learning Standards

		Sixth Grade *Students will…*
PERSONAL DEVELOPMENT	**Self-Awareness**	Identify self-enhancement/self-preservation strategies. Identify common resources and role models for problem solving. Recognize how behavioral choices impact success. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).
	Self-Management	Practice effective communication (for example, listening, reflecting, responding). Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). Practice environmental responsibilities. Evaluate causes and effects of impulsive behavior. Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence). Describe the effect personal habits have on school and personal goals. Identify factors that may negatively affect personal success. Describe common and creative strategies for overcoming or mitigating obstacles. Explain the role of practice in skill acquisition. Design action plans for achieving short-term and long-term goals.

Adapted from Kansas Social, Emotional, and Character Development Standards with permission from Kansas State Department of Education

Sixth Grade *Students will...*		
SOCIAL DEVELOPMENT	**Social Awareness**	Describe others' feelings in a variety of situations.
		Discern nonverbal cues in others' behaviors.
		Summarize another's point of view.
		Recognize how their behavior impacts others.
		Recognize the factors that impact how they are perceived by others.
		Recognize the impact of stereotyping, discrimination, and prejudice.
		Practice strategies for accepting and respecting similarities and differences.
	Interpersonal Skills	Determine when and how to respond to the needs of others.
		Monitor how facial expressions, body language, and tone impact interactions.
		Respond to feedback.
		Analyze social situations and appropriate responses to those situations.
		Understand group dynamics and respond appropriately.
		Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.
		Respond in a healthy manner to peer-pressure on self and others.
		Identify the impact of social media in relationships.
		Explain how conflict can to lead to violence.
		Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations).
		Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).

Seventh Grade *Students will…*		
CHARACTER DEVELOPMENT	**Core Principles**	Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. Develop ethical reasoning through discussions of ethical issues in content areas. Apply empathic concern and perspective taking.
	Responsible Decision Making & Problem Solving	Manage safe and unsafe situations. Monitor factors that will inhibit or advance effective time management.
PERSONAL DEVELOPMENT	**Self-Awareness**	Describe common emotions and effective behavioral responses. Recognize common stressors and the degree of emotion experienced. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication). Analyze personality traits, personal strengths, weaknesses, interests, and abilities. Inventory personal preferences. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity). Describe benefits of reflecting on personal thoughts, feelings, and actions.
	Self-Management	Identify multiple techniques to manage stress and maintain confidence. Distinguish between facts and opinions, as well as logical and emotional appeals. Recognize effective behavioral responses to strongly emotional situations. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual). Recognize cause/effect relationships. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization. Practice and reflect on democratic responsibilities. Describe experiences that shape their perspectives. Demonstrate empathy in a variety of settings and situations. Utilize institutional, community, and external supports. Establish criteria for evaluating goals.

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		Seventh Grade
		Students will...
SOCIAL DEVELOPMENT	**Social Awareness**	Recognize "perspective taking" as a strategy to increase acceptance of others. Integrate diverse points of view. Analyze how culture impacts historical events.
	Interpersonal Skills	Appraise and demonstrate professionalism and proper etiquette. Evaluate how relationships impact your life. Understand how safe and risky behaviors affect relationships. Understand the role of conflict in everyday life and relationships. Reflect on previous experiences to gain conflict management skills.

		Eighth Grade *Students will…*
CHARACTER DEVELOPMENT	**Core Principles**	Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement. Develop ethical reasoning through discussions of ethical issues in content areas. Apply empathic concern and perspective taking.
	Responsible Decision Making & Problem Solving	Manage safe and unsafe situations. Monitor factors that will inhibit or advance effective time management.
PERSONAL DEVELOPMENT	**Self-Awareness**	Describe common emotions and effective behavioral responses. Recognize common stressors and the degree of emotion experienced. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication). Analyze personality traits, personal strengths, weaknesses, interests, and abilities. Inventory personal preferences. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity). Describe benefits of reflecting on personal thoughts, feelings, and actions.
	Self-Management	Identify multiple techniques to manage stress and maintain confidence. Distinguish between facts and opinions, as well as logical and emotional appeals. Recognize effective behavioral responses to strongly emotional situations. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual). Recognize cause/effect relationships. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization. Practice and reflect on democratic responsibilities. Describe experiences that shape their perspectives. Demonstrate empathy in a variety of settings and situations. Utilize institutional, community, and external supports. Establish criteria for evaluating goals.

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		Eighth Grade
		Students will…
SOCIAL DEVELOPMENT	**Social Awareness**	Recognize "perspective taking" as a strategy to increase acceptance of others. Integrate diverse points of view. Analyze how culture impacts historical events.
	Interpersonal Skills	Appraise and demonstrate professionalism and proper etiquette. Evaluate how relationships impact your life. Understand how safe and risky behaviors affect relationships. Understand the role of conflict in everyday life and relationships. Reflect on previous experiences to gain conflict management skills.

Birmingham Public Schools
Social & Emotional Learning Standards

		High School *Students will...*
CHARACTER DEVELOPMENT	**Core Principles**	Evaluate personal core principles with personal behavior (including ethical and performance principles). Reflect upon personal core principles, appreciate them, and become committed to them. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement. Analyze ethical dilemmas in content areas and/or daily experiences. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community. Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral skills. Evaluate characteristics of a caring relationship and hurtful relationship. Manage personal behavior in family, school, and community that contributes to caring relationships. Communicate respectfully and effectively in diverse environments. Evaluate active listening skills of all parties involved before, after and during conversations. Analyze ways to respond to ethical issues in life as they appear in the curriculum. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact. Appraise and evaluate behavior as relational aggression and/or bullying. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. Conclude how to act in accordance with the principle of respect for all human beings. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.

9-12

Birmingham Public Schools
Social & Emotional Learning Standards

		High School *Students will...*
CHARACTER DEVELOPMENT	**Responsible Decision Making & Problem Solving**	Assess lessons learned from experiences and mistakes. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. Evaluate situations that are safe and unsafe. Effectively analyze and evaluate evidence, arguments, claims, and beliefs. Utilize time and materials to complete assignments on schedule. Anticipate possible obstacles to completing tasks on schedule. Organize and prioritize personal schedule. Advocate for personal needs in accomplishing goals. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-control and empathy skills. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. Identify desired outcome and analyze if it is attainable. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situations, and personal principles. Identify and ask systematic questions that clarify various points of view and lead to the best solution. Reflect on past problems and identify ways to improve. Apply improvement strategies to future projects and situations.

		High School *Students will...*
PERSONAL DEVELOPMENT	**Self-Awareness**	**Analyze complex emotions.** **Evaluate degree of personal emotion from common experiences.** **Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).** **Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).** **Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.** **Evaluate the effects of various personal qualities (for example, honesty and integrity).** **Analyze reflection and self-enhancement/self-preservation strategies.** **Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models).** **Evaluate how behavior choices can affect goal success.** **Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations).**

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High School
Students will…

PERSONAL DEVELOPMENT	**Self-Management**	**Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.** **Analyze accuracy of facts/information/interpretation.** **Evaluate quality of support for opinions.** **Evaluate logical and emotional appeals.** **Analyze cause/effect relationships.** **Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.** **Apply effective listening skills in a variety of setting and situations.** **Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).** **Analyze personal responsibilities.** **Practice environmental responsibility.** **Analyze consequence of ignoring environmental responsibilities.** **Analyze civil/democratic responsibilities.** **Analyze experiences that shape their perspectives.** **Demonstrate empathy in a variety of settings, contexts, and situations.** **Predict the potential outcome of impulsive behavior.** **Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).** **Analyze the effect personal tendencies have on goals.** **Analyze and evaluate consequences of failures/successes.** **Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.** **Analyze factors that may have negatively affected personal success.** **Determine the role of practice in skill acquisition and goal achievement.** **Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.**

		High School *Students will...*
SOCIAL DEVELOPMENT	**Social-Awareness**	Evaluate opposing points of view. Analyze the factors that have influenced different perspectives on an issue. Differentiate between the factual and emotional content of what a person says. Demonstrate empathy for others. Analyze the factors that impact how they are perceived by others in various settings. (For example, job interview, family gatherings, and school activities.) Recognize how their perspective and biases impact interactions with others. Determine strategies to increase acceptance of others. Evaluate how advocacy for the rights of others contributes to the common good. Appreciate how cultural similarities and differences contribute to the larger social group. Examine/develop awareness of self and other's perspective. Evaluate how culture impacts historical events.
	Interpersonal Skills	Evaluate how societal and cultural norms and mores affect personal interactions. Create positive group dynamics. Present oneself professionally and exhibit proper etiquette. Practice strategies to use constructively in social and other media. Define social-networking and its impact on your life. Identify consequences of safe and risky behaviors. Reflect upon personal role in applying and responding to peer pressure. Develop understanding of relationships within the context of networking and vocational careers. Analyze how conflict has played a role in society. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict). Develop and utilize relaxation skills to work toward productive outcomes.