



DISTRICT OF COLUMBIA SOCIAL AND EMOTIONAL LEARNING (SEL) STANDARDS

May 2024

INTRODUCTION

Social and Emotional Learning (SEL) is the process through which children and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions (CASEL, 2020). The Office of the State Superintendent of Education (OSSE) has developed SEL standards for all DC students from **kindergarten through adult education**. As part of the [2023-25 OSSE strategic plan](#), these standards were developed to ensure strong SEL instruction across all DC schools.

OSSE collaborated extensively with national and local experts for more than three years to develop these standards. In addition to these collaborative efforts, OSSE received technical support from the [Collaborative for Academic, Social and Emotional Learning \(CASEL\)](#). OSSE developed the first draft of the standards using the [CASEL 5 Framework](#) as the base. Following the development of draft standards, OSSE conducted a robust public comment period between December 2023 and January 2024. Leveraging public comment feedback, OSSE has revised and finalized these standards to meet the needs of all DC students.

These standards are intended to be implemented across all subject areas, rather than as a standalone class. By incorporating SEL across content areas, educators can create supportive learning environments to further student understanding of critical topics. Implementation will begin in the 2024-25 school year. For more information, visit the OSSE webpage: osse.dc.gov/page/social-emotional-learning

STRUCTURE OF STANDARDS AND KEY TERMS

Social and emotional competencies are the knowledge, skills and attitudes that children and adults develop by engaging in the SEL process. CASEL defines five areas of competence, and the DC SEL standards are organized across these competency areas:

- 1. Self-Awareness:** The ability to understand one's own emotions, thoughts and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- 2. Self-Management:** The ability to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress and feel motivation and agency to accomplish personal and collective goals.

- 3. Social and Cultural Awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and support.
- 4. Relationship Skills:** The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed.
- 5. Decision-Making and Agency:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social and collective well-being.

Each competency area is organized in a table that includes a **standard** and a set of **indicators**. The standards provide clear and consistent SEL goals that students are expected to attain at each grade band and are designed to further describe the social and emotional competencies. The indicators provide a more detailed description of the knowledge and skills that students are expected to have under full implementation of these standards. The indicators have been organized by grade band and assigned a code using the following nomenclature: Abbreviation for competency area. Grade band. Number. For example, the first indicator is **SA.K-2.1** meaning Self-Awareness. Kindergarten-Grade 2. Number 1. The standards and indicators are specifically organized to support vertical alignment across grade bands. While the standards are not necessarily linear, this vertical alignment demonstrates areas where skills are developed and built upon over the course of a student's progression through the grade bands.

For the purposes of this standards document, **equity** is broadly construed to include equity across all demographic groups, respecting and uplifting the rich diversity of all DC students and educators. Similarly, for the purposes of this standards document, **inclusivity** is broadly construed as the purposeful and intentional inclusion of all individuals in an appropriate manner across all demographic groups.

COMPETENCY 1: SELF-AWARENESS

STANDARD: Self-awareness is the ability to recognize, understand and express one’s emotions and how they impact one’s actions. Self-awareness includes the ability to identify one’s personal strengths, interests, values and challenges, develop positive self-identity, recognize oneself as a lifelong learner and know when one needs to seek help.

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SA.K-2.1 Recognizes and names basic emotions and feelings (e.g., happy, sad, mad, afraid, hurt)</p>	<p>SA.3-5.1 Identifies an expanded range of emotions (e.g., stressed, exhaustion, amazed, peaceful)</p> <p>SA.3-5.2 Recognizes changes in emotions and how feelings and thoughts influence behavior</p>	<p>SA.6-8.1 Identifies complex emotions and associates them with facial expressions, body language and behaviors</p> <p>SA.6-8.2 Identifies strategies and techniques for managing one’s emotions</p>	<p>SA.9-11.1 Interprets complex emotions (e.g., hopeless, revulsion, astonished) and associates them with facial expressions, body language and behaviors</p>	<p>SA.12-A.1 Manages and analyzes complex emotions using lived experiences and a variety of example scenarios</p>
	<p>SA.K-2.2 Uses words or pictures to explain how emotions are healthy and have a purpose</p> <p>SA.K-2.3 Describes how one’s body feels when experiencing emotions (e.g., happy, sad, angry, confused)</p> <p>SA.K-2.4 Describes emotions and the situations that cause them (e.g., triggers), with adult support when needed</p>	<p>SA.3-5.3 Explains different ways one shows emotions and how those behaviors can impact others</p> <p>SA.3-5.4 Recognizes different intensity levels of emotions in a variety of settings</p> <p>SA.3-5.5 Describes emotions and the situations that cause them (e.g., triggers)</p>	<p>SA.6-8.3 Identifies a range of emotions that may lead to different behaviors</p> <p>SA.6-8.4 Understands and anticipates how emotions might make one feel or impact others</p> <p>SA.6-8.5 Describes how different emotions may impact behavior(s), the problem-solving process and relationships with others</p>	<p>SA.9-11.2 Distinguishes different intensity levels of emotions and how one’s behavior may change based on the strength of one’s emotions</p> <p>SA.9-11.3 Acknowledges the impact of one’s emotions on situations and others</p> <p>SA.9-11.4 Interprets and discusses how emotions may impact behavior(s), the problem-solving process and relationships with others</p>	<p>SA.12-A.2 Evaluates the range of emotions that one may experience in different situations and acknowledges how one’s emotions may change in their level of intensity</p> <p>SA.12-A.3 Explains the relationship between thoughts, feelings and reactions to people</p>

COMPETENCY 1: SELF-AWARENESS

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SA.K-2.5 Communicates basic feelings and emotions using verbal and non-verbal expressions, with adult support when needed</p>	<p>SA.3-5.6 Recognizes and communicates both verbal and non-verbal expressions of emotions</p>	<p>SA.6-8.6 Interprets emotions under different circumstances and identifies strategies for making positive choices under those circumstances</p>	<p>SA.9-11.5 Acknowledges one’s emotions and determines when one may need the support of a safe person to process a feeling or event</p>	<p>SA.12-A.4 Analyzes and explains how emotions inform the ability to make choices and how these emotions may influence relationships</p>
	<p>SA.K-2.6 Identifies and describes personal likes and dislikes as they relate to personal experiences, with adult support</p> <p>SA.K-2.7 Identifies strengths and opportunities for growth, with adult support</p> <p>SA.K-2.8 Describes things one does well or concepts they have learned (e.g., I am good at adding numbers; I can write my name; I can kick a soccer ball)</p>	<p>SA.3-5.7 Compares one’s likes and dislikes with the likes and dislikes of others</p> <p>SA.3-5.8 Identifies one’s own personal qualities and interests, as well as those of others</p> <p>SA.3-5.9 Identifies personal strengths and opportunities for growth</p> <p>SA.3-5.10 Describes and prioritizes strengths and interests that one wants to develop</p> <p>SA.3-5.11 Understands the relationship between one’s interests and continued experiences, practice and development</p>	<p>SA.6-8.7 Identifies personal interests as a motivator to gain new skills or mastery of concepts</p> <p>SA.6-8.8 Describes how one’s mood and emotions may change depending on what one likes or does not like</p> <p>SA.6-8.9 Reflects on one’s personal motivations for learning something new</p>	<p>SA.9-11.6 Accepts one’s own individual likes, dislikes and personal preferences</p> <p>SA.9-11.7 Acknowledges one’s interests, motivators and aspirations, and demonstrates self-efficacy and confidence in one’s ability to pursue those interests and goals.</p> <p>SA.9-11.8 Considers personal qualities and interests in making decisions, including post- secondary goals</p>	<p>SA.12-A.5 Appreciates the likes, dislikes and preferences of others, even when different from one’s own</p> <p>SA.12-A.6 Is realistic about strengths and opportunities for growth</p> <p>SA.12-A.7 Explains how one’s beliefs can impact their growth and success</p> <p>SA.12-A.8 Explains and models how one can respectfully advocate for their beliefs</p>

COMPETENCY 1: SELF-AWARENESS

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SA.K-2.9 Identifies one’s linguistic and cultural strengths and assets, with adult support</p>	<p>SA.3-5.12 Identifies one’s linguistic and cultural strengths and assets</p> <p>SA.3-5.13 Recognizes one’s positive self-identity and individuality as an asset</p>	<p>SA.6-8.10 Demonstrates positive self-identity and recognizes individuality as an asset</p>	<p>SA.9-11.9 Examines how positive self-identity leads to self-determination and enables self-advocacy</p>	<p>A.12-A.9 Recognizes and demonstrates appreciation for one’s own individuality, cultural uniqueness, contributions, values and differences</p>
	<p>SA.K-2.10 Identifies when to seek support from a trusted adult</p>	<p>SA.3-5.14 Identifies peer, home, school and community supports and resources</p> <p>SA.3-5.15 Knows when to seek help or support from an adult based on situational context</p> <p>SA.3-5.16 Identifies one’s role in their family and community and how those roles impact their identity</p> <p>SA.3-5.17 Identifies people and organizations who support their community</p>	<p>SA.6-8.11 Develops a plan to work through an unresolved problem</p> <p>SA.6-8.12 Creates a list of people who one can go to when resolving a problem</p> <p>SA.6-8.13 Identifies people and organizations who support one’s well-being in the community</p>	<p>SA.9-11.10 Identifies and seeks out constructive role models and mentors to support personal growth</p> <p>SA.9-11.11 Identifies ways to reach out to people and organizations who support one’s well-being in the community</p>	<p>SA.12-A.10 Uses self-reflection to assess one’s behavior for authenticity and respect and articulates how one’s behavior impacts the greater community</p> <p>SA.12-A.11 Creates a network of support for future success</p> <p>SA.12-A.12 Analyzes the effect that taking responsibility (or not taking responsibility) can have on oneself and others</p>

COMPETENCY 2: SELF-MANAGEMENT

STANDARD: Self-management is the ability to manage and express one’s emotions, set and achieve personal and academic goals and persevere through challenges.

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SM.K-2.1 Identifies and uses self-regulating strategies (e.g., count to 3, starfish breathing, hold an adult’s hand) to regulate emotions, thoughts, impulses and stress, with adult support</p> <p>SM.K-2.2 Practices using words, visuals or gestures to share emotions about an interaction or situation, with adult support</p> <p>SM.K-2.3 Implements emotional regulation strategies, with adult support, to refocus and exhibit signs of readiness to reintegrate into classroom activities</p>	<p>SM.3-5.1 Practices self-regulating strategies (e.g., self-talk, calm down, walk away, seek help, or meditation) to manage stress and one’s stress-response to regulate emotions</p> <p>SM.3-5.2 Implements strategies to manage and share emotions, thoughts, impulses and stress, with adult support</p> <p>SM.3-5.3 Connects thoughts, emotions and behaviors, with adult and peer support</p>	<p>SM.6-8.1 Recognizes and begins to apply the skills necessary to maintain confidence during stressful situations that can cause an emotional response</p> <p>SM.6-8.2 Uses self-regulating strategies to manage emotions (e.g., breathing, mindfulness, self-affirmation, journaling, artistic expression, exercise)</p> <p>SM.6-8.3 Recognizes and reflects on the differences between positive and negative consequences before acting</p> <p>SM.6-8.4 Recognizes personal boundaries of others in both physical and virtual spaces</p>	<p>SM.9-11.1 Navigates and responds accordingly to difficult situations and creates opportunities that promote resilience and optimism</p> <p>SM.9-11.2 Recognizes and evaluates how expressing one’s emotions might affect or influence others</p> <p>SM.9-11.3 Identifies and practices strategies to respond to environmental, interpersonal and intrapersonal factors that affect emotions</p>	<p>SM.12-A.1 Understands and explains how one’s expression of emotions can affect and influence how others respond to them</p> <p>SM.12-A.2 Analyzes and applies techniques to manage stress and emotions and evaluates the impact of these techniques</p> <p>SM.12-A.3 Evaluates situations that can cause strong emotions, creates a plan to respond and assesses its impact on oneself and others</p> <p>SM.12-A.4 Understands thoughts, emotions, impulses and stressors, how they are internalized and externalized and the impact these have on oneself and others</p>

COMPETENCY 2: SELF-MANAGEMENT

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SM.K-2.4 Identifies a short-term goal, wish or dream, with adult support</p> <p>SM.K-2.5 Identifies ways that one’s peers and adults can help to achieve a goal, with adult support</p> <p>SM.K-2.6 Takes the steps needed to accomplish a short-term goal, with adult support</p> <p>SM.K-2.7 Approaches challenges and obstacles with optimism and motivation, with adult support</p> <p>SM.K-2.8 Focuses one’s attention by demonstrating a variety of strategies to tolerate distractions, with adult support</p>	<p>SM.3-5.4 Describes the benefits of a growth mindset and how it can support one in setting and achieving goals</p> <p>SM.3-5.5 Identifies strategies to adapt and persevere when faced with minor challenges, obstacles or setbacks</p> <p>SM.3-5.6 Uses strategies (e.g., naming the desired future state, working with others) to persist toward reaching a goal, despite setbacks, with adult support</p> <p>SM.3-5.7 Identifies personal skills and strategies that lead to the accomplishment of short-term goals (e.g., organizing materials, time management)</p> <p>SM.3-5.8 Identifies how people use social media as a form of engagement and how it is different from in-person engagement, with adult support.</p>	<p>SM.6-8.5 Consistently sets attainable, realistic goals and persists until these goals are achieved</p> <p>SM.6-8.6 Demonstrates multiple ways to manage a task, project or goal (e.g., by sorting, categorizing or chunking information)</p> <p>SM.6-8.7 Utilizes a system of organization that shows progress (e.g., checklist, due by dates)</p> <p>SM.6-8.8 Recognizes and describes strategies to be used if a task is taking too long to complete</p> <p>SM.6-8.9 Approaches challenges and obstacles with a growth mindset and sufficient optimism to persevere</p> <p>SM.6-8.10 Identifies the organizational skills and strategies to work toward long-term personal and academic goals with support as needed</p> <p>SM.6-8.11 Identifies and practices appropriate use of digital devices and healthy social media communications (e.g., safe and unsafe use, device attachment and abstention)</p>	<p>SM.9-11.5 Identifies and develops personal (including postsecondary) and academic goals with tangible action steps, timeframes and criteria for evaluating achievement</p> <p>SM.9-11.6 Continuously monitors, adapts and evaluates goals to measure their progress</p> <p>SM.9-11.7 Identifies resources to assist in achieving goals</p> <p>SM.9-11.8 Applies a growth mindset when approaching challenges and obstacles and identifies strategies to persevere</p> <p>SM.9-11.9 Understands the role that social media plays in one’s communication and makes healthy decisions about what, if anything, to communicate on social media</p> <p>SM.9-11.10 Evaluates the benefits and drawbacks of device use and attachment, makes informed decisions about device use and demonstrates understanding for those who make different decisions</p>	<p>SM.12-A.5 Sets short and long-term goals and creates a plan to execute those goals using organizational skills and strategies that lead to future success</p> <p>SM.12-A.6 Monitors and analyzes progress, adjusts goals and collaborates with others when needed</p> <p>SM.12-A.7 Analyzes the effect personal attributes such as integrity, optimism and diligence have on goal achievement</p> <p>SM.12-A.8 Regularly demonstrates a growth mindset and perseverance when dealing with minor and major challenges and adversity</p> <p>SM.12-A.9 Analyses and thinks critically about the broad impact and potential consequences of safe and risky online behaviors</p>

COMPETENCY 2: SELF-MANAGEMENT

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SM.K-2.9 Decides on a choice when options are provided, with adult support when needed</p>	<p>SM.3-5.9 Works independently with focus and asks for help when necessary</p> <p>SM.3-5.10 Reflects on the connections between intentions, planning, actions and impact</p>	<p>SM.6-8.12 Practices agency over one’s environment, including removing oneself from triggering environments (e.g., physical, electronic [phone, social media])</p>	<p>SM.9-11.11 Identifies and creates self- management skills that build relationships and support their goals (e.g., time management, organization skills)</p>	<p>SM.12-A.12 Exercises agency in one’s learning choices and interests</p>

COMPETENCY 3: SOCIAL AND CULTURAL AWARENESS

STANDARD: Social and cultural awareness is the ability to empathize with and respect others, including those with different and diverse perspectives, abilities, backgrounds and cultures. Social and cultural awareness includes the ability to understand and use positive social and communication skills.

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SCA.K-2.1 Reads body language and facial expressions and responds appropriately, with adult support</p> <p>SCA.K-2.2 Names how others may feel in different situations and why</p>	<p>SCA.3-5.1 Identifies verbal, non-verbal, environmental or situational cues that demonstrate how others feel, with adult support</p> <p>SCA.3-5.2 Recognizes how emotions can change based on situation or context</p> <p>SCA.3-5.3 Demonstrates empathy and respect for oneself and others</p> <p>SCA.3-5.4 Identifies how one’s own words and actions may impact the emotions of others</p>	<p>SCA.6-8.1 Recognizes and responds accordingly to verbal, non-verbal, environmental or situational cues that demonstrate how others feel</p> <p>SCA.6-8.2 Analyzes how words and actions may impact the emotions of others</p> <p>SCA.6-8.3 Anticipates the needs of others in a given situation and adjusts as needed</p>	<p>SCA.9-11.1 Recognizes the effects of words and actions on others’ emotions, including how one’s own words and actions affect others’ words and actions</p> <p>SCA.9-11.2 Recognizes how emotions can impact behavior differently depending on the setting (e.g., job interviews, casual lunch with friends) and responds accordingly</p>	<p>SCA.12-A.1 Evaluates strategies for responding to the differing impact emotions can have on behavior in a variety of settings and situations (e.g., job interviews, casual lunch with friends)</p> <p>SCA.12-A.2 Evaluates verbal, physical, social, cultural and environmental cues to respond to the emotions of others</p> <p>SCA.12-A.3 Expresses consideration for the feelings and needs of others and demonstrates empathy and respect for oneself and others</p>
	<p>SCA.K-2.3 Identifies and shows concern for the feelings of others</p> <p>SCA.K-2.4 Demonstrates empathy for oneself and others, with adult support</p> <p>SCA.K-2.5 Recognizes and acknowledges others’ experiences and perspectives, with adult support</p>	<p>SCA.3-5.5 Uses listening skills to identify the perspectives of others</p> <p>SCA.3-5.6 Identifies and acknowledges multiple perspectives or viewpoints in different situations</p> <p>SCA 3.5.7 Presents their own point of view and recognizes that others can think differently about a situation</p>	<p>SCA.6-8.4 Describes more than one positive way to express understanding of differing perspectives</p> <p>SCA.6-8.5 Recognizes and describes the value of learning from the perspective of others</p> <p>SCA.6-8.6 Seeks to understand the varying viewpoints and values of others</p>	<p>SCA.9-11.3 Demonstrates more than one positive way to express understanding of differing perspectives</p> <p>SCA.9-11.4 Articulates verbally or in writing an experience that demonstrates the importance of valuing and learning from the perspective of others</p> <p>SCA.9-11.5 Understands concepts of empathy for oneself and others and shows an appreciation for individuality</p>	<p>SCA.12-A.4 Engages productively and effectively in dialogue and discussions even when viewpoints differ</p> <p>SCA.12-A.5 Applies conversational skills to determine the perspective of others</p> <p>SCA.12-A.6 Demonstrates concepts of empathy for oneself and others and shows an appreciation for individuality</p>

COMPETENCY 3: SOCIAL AND CULTURAL AWARENESS

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>SCA.K-2.6 Identifies and describes characteristics that are similar and different between oneself and others, with adult support</p> <p>SCA.K-2.7 Names qualities of cultures and groups and defines the role family and culture play in identity and beliefs, with adult support</p>	<p>SCA.3-5.8 Recognizes how beliefs are shaped by social and cultural experiences</p> <p>SCA.3-5.9 Recognizes how family and culture can help one to overcome adversity</p> <p>SCA.3-5.10 Identifies discrimination and exclusion of individuals and groups based upon perceived difference</p> <p>SCA.3-5.11 Identifies how community norms for behavior vary across different settings and within different cultures</p>	<p>SCA.6-8.7 Regulates language in ways that are respectful, mindful and sensitive to others</p> <p>SCA.6-8.8 Develops and expresses an awareness of personal and external bias</p> <p>SCA.6-8.9 Recognizes and responds to culturally sensitive situations using positive social and communication skills</p> <p>SCA.6-8.10 Successfully builds shared meaning with people of diverse origins, cultures and viewpoints, through strategic choices in language, medium of expression and lens for interpreting and understanding others</p>	<p>SCA.9-11.6 Develops and expresses an understanding of how privilege, culture and background impacts groups and individuals</p> <p>SCA.9-11.7 Analyzes and compares personal and external bias</p> <p>SCA.9-11.8 Engages in different settings with appropriate norms that show sensitivity to and appreciation of the culture, values and identities of others</p> <p>SCA.9-11.9 Reflects on one’s own beliefs relative to different familial and societal norms</p>	<p>SCA.12-A.7 Explains how one’s beliefs can impact growth and success</p> <p>SCA.12-A.8 Identifies and addresses one’s explicit and implicit biases</p>

COMPETENCY 3: SOCIAL AND CULTURAL AWARENESS

K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
<p>INDICATORS</p> <p>SCA.K-2.8 Identifies personal and social skills (e.g., curiosity, empathy, helping others, seeking help) that support healthy relationships with students and adults, with adult support</p>	<p>SCA.3-5.12 Explores a community or global need and generates possible solutions</p>	<p>SCA.6-8.11 Recognizes the civic impact and contributions of different individuals and groups in society</p> <p>SCA.6-8.12 Identifies different ways to advocate for the needs of others</p> <p>SCA.6-8.13 Engages in social dialogue to examine how different beliefs, biases and choices impact social change</p> <p>SCA.6-8.14 With peer support, discusses ways to advocate for the rights of individuals to reflect their family, culture and community within the school setting</p>	<p>SCA.9-11.10 Independently creates a plan that addresses one’s needs in the classroom, school and community</p> <p>SCA.9-11.11 Advocates for individual needs and the needs of others by utilizing educational and community support networks</p> <p>SCA.9-11.12 Recognizes and advocates for the rights of individuals to reflect one’s family, culture and community within the school setting</p> <p>SCA.9-11.13 Engages in social critique and makes decisions that will lead to social change</p> <p>SCA.9-11.14 Analyzes opportunities to participate in civic life and engages in civic activities to improve one’s community</p>	<p>SCA.12-A.9 Evaluates one’s role within the larger community and identifies unique opportunities from one’s position to improve one’s community</p> <p>SCA.12-A.10 Engages in civic activities and proactively advocates for oneself and others across settings (e.g., school, community, work, personal relationships)</p> <p>SCA.12-A.11 Supports the rights of all individuals to be represented and have their family, culture and community reflected in society</p> <p>SCA.12-A.12 Analyzes and evaluates the ways in which public opinion can be used to influence and shape public policy</p>

COMPETENCY 4: RELATIONSHIP SKILLS

STANDARD: Relationship skills are the ability to build and maintain positive, respectful and healthy relationships across different environments by listening, communicating, using perspective-taking skills, resolving conflict and collaborating

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>RS.K-2.1 Uses positive language and behaviors to communicate (e.g., taking turns, sharing with others, using compliments to encourage others, using active listening skills)</p> <p>RS.K-2.2 Pays attention to others when others are speaking</p> <p>RS.K-2.3 Takes turns and shares with others</p>	<p>RS.3-5.1 Demonstrates cooperative behaviors in groups (e.g., listen, encourage, acknowledge opinions, compromise)</p> <p>RS.3-5.2 Uses interpersonal skills to learn and connect with others to forge new relationships</p> <p>RS.3-5.3 Identifies the elements of healthy and balanced relationships</p> <p>RS.3-5.4 Describes the positive and negative impact of peer pressure on oneself and others</p>	<p>RS.6-8.1 Practices active listening skills and asks probing and clarifying questions to seek understanding</p> <p>RS.6-8.2 Demonstrates the necessary interpersonal skills to learn and connect with others</p> <p>RS.6-8.3 Demonstrates strategies that support healthy relationships and builds trust in a variety of relationships</p> <p>RS.6-8.4 Understands and demonstrates the elements of a healthy relationship (e.g., respect, balance, support, collaboration)</p>	<p>RS.9-11.1 Models appropriate communication skills (e.g., empathic listening, compassion, reflective language) that honor cultural competency, relationships and safety</p> <p>RS.9-11.2 Discerns and communicates one’s needs in healthy and balanced relationships</p> <p>RS.9-11.3 Identifies strategies to maintain healthy relationships and build trust in a variety of relationships</p> <p>RS.9-11.4 Builds and sustains positive, supportive relationships with trusted peers</p>	<p>RS.12-A.1 Applies listening and speaking skills to help prevent and resolve conflicts</p> <p>RS.12-A.2 Evaluates and discusses personal strategies to maintain healthy, trusting friendships; familial relationships; and personal relationships</p> <p>RS.12-A.3 Uses effective strategies (e.g., boundary setting, stating one’s needs, recognizing warning signs) to avoid negative relationships</p> <p>RS.12-A.4 Practices strategies for maintaining healthy relationships, such as pursuing shared interests and activities; spending time together; giving and receiving help; and exhibiting forgiveness</p>

COMPETENCY 4: RELATIONSHIP SKILLS

K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
<p>RS.K-2.4 Identifies various types of relationships one can have with others (e.g., family, friendships, teachers)</p> <p>RS.K-2.5 Identifies the traits of a good friend</p> <p>RS.K-2.6 Creates a plan for making friends, with adult support when needed</p> <p>RS.K-2.7 Identifies when a peer is in need of support or help, with adult support</p>	<p>RS.3-5.5 Recognizes the difference between positive and negative relationships</p> <p>RS.3-5.6 Understands the difference between safe and risky behaviors in a relationship</p> <p>RS.3-5.7 Demonstrates traits of a good friend</p> <p>RS.3-5.8 Identifies a problem in a relationship and seeks adult assistance to find a productive solution</p>	<p>RS.6-8.5 Distinguishes between positive and negative peer pressure</p> <p>RS.6-8.6 Demonstrates strategies to respond productively to peer pressure and make choices that align with one’s personal values</p> <p>RS.6-8.7 Understands the benefits of setting limits for oneself and others</p> <p>RS.6-8.8 Develops encouraging friendships based on personal values and mutual respect</p> <p>RS.6-8.9 Identifies the impact of social media in building and maintaining positive relationships</p>	<p>RS.9-11.5 Understands and articulates the value of healthy relationships and utilizes social skills, self-awareness, decision-making and agency to maintain and grow positive connections</p> <p>RS.9-11.6 Demonstrates an awareness of the role of personal values in developing and maintaining positive, respectful and healthy relationships with peers</p>	<p>RS.12-A.5 Creates a network of valued relationships by independently seeking out relationships that support goals and personal values</p> <p>RS.12-A.6 Understands how relationships can influence one’s short-term and long-term well-being</p>
<p>RS.K-2.8 Provides help or encouragement when a peer is in need, with adult support</p> <p>RS.K-2.9 Builds positive relationships with peers through actions such as collaboration, encouragement and sharing</p>	<p>RS.3-5.9 Includes others in activities to foster a sense of belonging</p> <p>RS.3-5.10 Demonstrates care and concern or encouragement when a peer needs help</p> <p>RS.3-5.11 Generates ideas to achieve a resolution during a disagreement, recognizing multiple perspectives, with adult support as needed</p> <p>RS.3-5.12 Recognizes how each group member’s skills contribute toward group goals</p>	<p>RS.6-8.10 Collaborates effectively with those whose perspectives or ideas differ from one’s own</p> <p>RS.6-8.11 Notices and names the skills of others by identifying their strengths and weaknesses and works with others to maximize skills to achieve common goals</p> <p>RS.6-8.12 Provides constructive feedback to facilitate cohesive teamwork</p>	<p>RS.9-11.7 Practices teamwork and collaborative problem- solving in a variety of contexts (e.g., classroom, school community, community-at- large, social media)</p> <p>RS.9-11.8 Empowers, encourages and affirms oneself and others through their interactions (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness)</p>	<p>RS.12-A.7 Uses effective communication skills, including refusals, in a variety of settings and with a variety of audiences to get one’s needs met, without negatively impacting others</p> <p>RS.12-A.8 Demonstrates strategies for collaborating with peers, adults and others in a variety of settings to support and move group efforts forward</p>

INDICATORS

COMPETENCY 4: RELATIONSHIP SKILLS

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>RS.K-2.10 Identifies actions to resolve conflicts with peers, with adult support when needed</p>	<p>RS.3-5.13 Identifies solutions to interpersonal conflict that balance one’s needs and the needs of others</p> <p>RS.3-5.14 Identifies and communicates areas of common interests with peers</p> <p>RS.3-5.15 Demonstrates understanding of another’s point of view when there is conflict</p> <p>RS.3-5.16 Describes causes and effects of conflicts</p>	<p>RS.6-8.13 Responds respectfully and reflectively and understands why others may respond differently in a given situation (e.g., assertively, passively, aggressively)</p> <p>RS.6-8.14 Recognizes the importance of personal boundaries and seeks support when needed to maintain them</p> <p>RS.6-8.15 Understands the ramifications, including emotional, physical and social, of negative relationships</p> <p>RS.6-8.16 Provides constructive feedback to others to proactively resolve conflicts, de-escalate and resolve differences</p>	<p>RS.9-11.9 Demonstrates listening and speaking skills to help prevent and resolve conflicts</p> <p>RS.9-11.10 Accepts, processes and engages with constructive feedback</p> <p>RS.9-11.11 Prevents, manages and resolves conflicts in constructive ways</p> <p>RS.9-11.12 Self-reflects on one’s role in a conflict to inform one’s behavior in the future</p>	<p>RS.12-A.9 Offers, accepts, and evaluates feedback (including constructive criticism) to help further one’s personal growth</p> <p>RS.12-A.10 Utilizes appropriate conflict resolution skills, including maintaining an objective, non-judgmental tone during disagreements to prevent, prepare for and manage conflicts across settings (e.g., school, work, community, personal relationships)</p>

COMPETENCY 5: DECISION-MAKING AND AGENCY

STANDARD: Decision-making and agency is the ability to make individual decisions and take self-directed action. Decision-making and agency include the ability to recognize and connect how one’s decisions impact oneself and the community.

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>DMA.K-2.1 Generates possible solutions and recognizes there may be more than one way to solve a problem with adult support</p> <p>DMA.K-2.2 Considers how possible solutions to a problem align with the norms of their class or community, with adult support</p>	<p>DMA.3-5.1 Generates workable solutions to a problem, recognizing that there may be more than one perspective</p> <p>DMA.3-5.2 Asks questions to deepen understanding and inform problem-solving</p>	<p>DMA.6-8.1 Communicates the steps of problem-solving that lead to decision-making (e.g., state the problem, brainstorm solutions, choose and implement a solution)</p> <p>DMA.6-8.2 Makes responsible, constructive choices in daily academic and social settings</p>	<p>DMA.9-11.1 Demonstrates curiosity and open-mindedness</p> <p>DMA.9-11.2 Generates alternative solutions to problems and predicts outcomes</p> <p>DMA.9-11.3 Practices responsible decision-making skills to build and maintain positive, healthy and safe relationships with peers and adults</p>	<p>DMA.12-A.1 Generates and compares alternative solutions to problems and predicts outcomes</p>
	<p>DMA.K-2.3 Recognizes that everyone has choices in how to respond in a situation and that all choices have consequences</p> <p>DMA.K-2.4 Identifies expectations and safety considerations that guide behavior, with adult support</p>	<p>DMA.3-5.3 Chooses an action after considering the potential consequences of one’s choice</p> <p>DMA.3-5.4 Understands how external influences impact decision-making including media, social media and social norms</p> <p>DMA.3-5.5 Respects the personal space, property and opinions of others</p>	<p>DMA.6-8.3 Identifies and uses productive decision-making strategies</p> <p>DMA.6-8.4 Recognizes that there are positive and negative consequences of one’s personal choices, behaviors and actions</p> <p>DMA.6-8.5 Evaluates how external influences impact decision-making, including media, social media and social norms</p>	<p>DMA.9-11.4 Demonstrates personal responsibility in making decisions</p> <p>DMA.9-11.5 Evaluates ethical, safety and societal consequences when making decisions</p> <p>DMA.9-11.6 Identifies and understands the development of social norms for behavior across cultural situations and how these norms are influenced by media, social media and public opinion</p>	<p>DMA.12-A.2 Demonstrates awareness that personal qualities and interests affect decision-making</p> <p>DMA.12-A.3 Analyzes the development of social norms for behavior across cultural situations and how these norms are influenced by media, social media and public opinion</p> <p>DMA.12-A.4 Evaluates how external influences (e.g., media, peers, social and cultural norms, expectations of authority) affect one’s decision-making</p>

COMPETENCY 5: DECISION-MAKING AND AGENCY

	K – 2	3 – 5	6 – 8	9 – 11	12 – Adult
INDICATORS	<p>DMA.K-2.5 Considers the outcomes of one’s decisions before acting, including how decisions affect others, with adult support</p> <p>DMA.K-2.6 Begins to consider others during the decision-making process, with adult support</p>	<p>DMA.3-5.6 Describes the “why” behind one’s beliefs and actions</p> <p>DMA.3-5.7 Considers the outcomes of decisions before acting, including how decisions affect oneself and others</p>	<p>DMA.6-8.6 Reflects on the outcomes of past decisions and applies the learning to inform future decisions, including how decisions affect oneself and others</p>	<p>DMA.9-11.7 Recognizes how critical thinking skills improve decision-making both inside and outside of school</p> <p>DMA.9-11.8 Understands how decisions can impact the achievement of short- and long-term goals</p>	<p>DMA.12-A.5 Recognizes the “big picture” in a complex situation</p> <p>DMA.12-A.6 Articulates how decisions can have short-term and long-term impact</p> <p>DMA.12-A.7 Makes positive choices and proactively advocates for oneself and others across settings (e.g., school, community, work)</p>
	<p>DMA.K-2.7 Understands and advocates for one’s own needs, with adult support</p> <p>DMA.K-2.8 Identifies the differences among a stranger, acquaintance and friend, with adult support</p>	<p>DMA.3-5.8 Demonstrates an ability to adjust goals or strategies in response to progress made</p> <p>DMA.3-5.9 Understands and asks for what one needs to be successful</p> <p>DMA.3-5.10 Demonstrates the ability to act with integrity when facing adversity</p>	<p>DMA.6-8.7 Prioritizes steps in achieving goals that are meaningful and follows through on them</p> <p>DMA.6-8.8 Recognizes the importance of making decisions as a group working together toward a shared goal</p> <p>DMA.6-8.9 Describes how decision-making skills affect study habits and academic performance</p> <p>DMA.6-8.10 Develops and applies decision-making strategies for avoiding dangerous behaviors</p>	<p>DMA.9-11.9 Demonstrates resilience when confronted by challenging situations (environmental, social, community, cultural) that impact one’s ability to learn and reach their full potential</p>	<p>DMA.12-A.8 Applies decision-making skills to foster responsible and productive social and work relationships and make healthy life-long choices</p> <p>DMA.12-A.9 Evaluates factors that impact personal and community health and safety, and applies appropriate preventative and protective strategies (e.g., self-care, nutrition, sleep, healthy relationships)</p>



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 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR