

Social Awareness

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Social awareness requires staff and educators to acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom. As school districts locally select, develop, prepare and deliver their own curricula, they may want to consider modifying their curricula to critique and redress issues of privilege and bias (e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes).

It is also important that students and educators:

- Understand their own cultural identity and its implications in interactions and toward school.¹
- Possess an affirming attitude toward all students.
- Develop constructive ways of engaging each other's practical knowledge.²
- Appreciate multiple and diverse perspectives in the classroom.³
- Examine the systemic structures and ideologies that justify inequalities.⁴
- Critically reflect on the socio-historic legacy of groups of people not benefitting from and being oppressed by U.S. public systems.⁵
- Acknowledge, value, support, and respond to the cultural values, traditions, communication, learning styles, contributions, and relational patterns of all students in the classroom.⁶

¹ Gray, S. (2012). 5 Ways to Create a Culturally Responsive Classroom. Retrieved from <http://url.ie/z5n2>

² Gray, S. (2012).

³ Gray, S. (2012).

⁴ Garcia & Guerra. (2014). Deconstructing deficit thinking working with educators to create more equitable learning environments. *Education and Urban Society*, (36)2: 150168.

⁵ Lipman, P. (2011). *The new political economy of urban education: Neoliberalism, race, and the right to the city (Critical Social Thought)*. New York: Routledge.

⁶ Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Review*, 84 (1), 7484.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Social Awareness Competency, we’ve developed four learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

Social Awareness Learning Goals

1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.
2. Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.
3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.
4. Demonstrates awareness of external supports and when supports are needed.

Learning Goal 1

Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|---|---|--|
| Kindergarten–Grade 3 | Identify a range of emotional expressions in others, e.g., by facial expression or tone of voice. | During classroom read-aloud, stop periodically to ask students what a character is feeling and how the picture helps them to know this. | Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. English language arts (ELA) Speaking, Viewing, Listening and Media Literacy (SLVML1) 0.1.c, listen to others and name emotions by observing facial expression and other nonverbal cues. |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|--|--|---|
| Kindergarten–Grade 3 | Recognize that others may experience situations differently from them. | <p>Ask questions during story time or reading time to help students reflect on the feelings of characters. Invite students to share when they have experienced similar feelings. Hearing other students’ answers helps all students become more socially aware.</p> <p>Have students play agree/disagree, where they go to different areas of the room if they agree or disagree with statements (e.g., “I like playing sports.”), then explain their answers.</p> | Common Core Math Standards, Standards for Mathematical Practice (SMP) 6, attend to precision. |
| Kindergarten–Grade 3 | Anticipate reactions in others in response to a specific situation. | Students brainstorm a list of behaviors they feel would both help and hurt others (e.g., sharing candy may make your classmate smile; taking their pencil may make your classmate upset). | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|--|--|
| Grades 4–5 | Identify how their behavior affects the emotions of others. | <p>Have students analyze how characters’ behaviors affect others as part of an after reading journal reflection.</p> <p>Ask students to journal about a time when their behavior positively or negatively affected someone.</p> | |
| Grades 4–5 | Demonstrate respect for others’ perspectives and point of views. | <p>Discuss how characters in a story show respect for others.</p> <p>Routinely model respectful behavior toward other teachers and students.</p> <p>Routinely elevate students when you observe them actively respecting another’s point of view, e.g., “I know you disagreed with Marissa’s perspective, but you were respectful in the way you responded.”</p> | <p>Arts, 4.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Social Studies, 7.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <p>Social Studies, 8.1.1.1.1, Exhibit civic skills, including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|---|----------------------------|
| Grades 4–5 | Identify verbal, physical or situational cues that indicate how others may feel. | Provide examples from literature or video clips of various social cues that indicate how others may feel; include the examples during reading and social studies. Students could then work in small groups to talk about examples they have observed in their own life. | |
| Grades 6–8 | Analyze how their behavior affects the emotions of others, and determine ways to adjust accordingly. | Have students journal or write a piece of narrative nonfiction about a time when their behavior had a positive or negative impact on someone they cared about or their community. | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|------------------------------------|--|---|
| Grades 6–8 | Summarize another’s point of view. | This summary can be done when students are using academic language to debate an issue or discuss different solutions to math problems. Then include an activity where students summarize the opposing point of view. | <p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Science, 8.1.1.1.1, Evaluate the reasoning in arguments in which fact and opinion are intermingled or when conclusions do not follow logically from the evidence given.</p> <p>English Language Arts, ELA, SLVML 6.1, 7.1, 8.1, Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own ideas clearly.</p> <p>ELA, SLVML, 6.3, 7.3, 8.3, Delineate a speaker’s argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|---|---|---|
| Grades 6–8 | Predict others’ feelings and perspectives in a variety of situations. | <p>Students write alternate endings to stories by changing the behavior of one character.</p> <p>Have students write scenarios and then share the scenarios with peers, who will predict how each character might feel and why.</p> | Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others. |
| Grades 6–8 | Recognize the factors that impact how they are perceived by others. | Show video clips, such as Kid President clips on social issues, to help understand and learn social cues. | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|---|--|---|
| Grades 9–12 | Express understanding of those who hold different opinions. | <p>Using current local issues, ask students to find examples of when people have expressed different opinions and how they dealt with that.</p> <p>Routinely provide authentic feedback when students behave respectfully toward others who hold different opinions.</p> | <p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 3, Construct viable arguments and critique the reasoning of others.</p> <p>Social Studies, 9.1.1.1.1, Demonstrate skills that enable people to monitor and influence state, local and national affairs.</p> <p>ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>ELA, RI (Reading, Informational Text,) 9.6, 11.6, Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|---|--|---|
| Grades 9–12 | Ask questions of others to deepen understanding of the perspective of others. | <p>Organize and encourage projects as part of ELA and social studies or history that explore different cultures and celebrate diversity.</p> <p>Provide students strategies for asking questions that deepen understanding and multiple opportunities to practice through doing oral histories or interviews with relatives. (Pair/share with partners).</p> | <p>Science, 9.1.1.2.3, Identify the critical assumptions and logic used in a line of reasoning to judge the validity of a claim.</p> <p>ELA, SLVML 9.1, 11.1, Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own ideas clearly and persuasively.</p> |
| Grades 9–12 | Compare multiple perspectives on an issue. | <p>Hold formal debates about different local issues.</p> <p>Help students organize community service projects and routinely invite them to reflect on what they are learning about the experience of different groups of people.</p> | <p>Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Science, 9.1.1.2.2, Evaluate the explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, pointing out statements that go</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|------------|-------------------|---|
| | | | <p>beyond the scientifically acceptable evidence, and suggesting alternative scientific evidence.</p> <p>Social Studies, 5.4.1.2.2, Explain a historical event from multiple perspectives.</p> <p>Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.</p> <p>Social Studies, 6.4.4.19.3, Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.</p> <p>ELA, SLVML 9.1.d, 11.1.d, Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|--|---|----------------------------|
| Grades 9–12 | Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others. | <p>Have students describe a time when they felt someone was empathetic to them—how did that feel? How do others feel when we are empathetic to them? Possible creation of school-wide empathy posters – this could be done at all levels.</p> <p>Consistently model empathy and kindness toward others. Routinely include comments that recognize how others may be feeling such as, “I can tell you’re excited,” or “I can tell this makes you sad.”</p> <p>Routinely provide authentic feedback when you observe students act with kindness or empathy toward others.</p> | |
| Grades 9–12 | Differentiate between the factual and emotional content of what a person says. | Using literature or current events, discuss how emotions may point to “what’s true for them” or perspective versus factual as objectively true. Consider events when “objectively true” may not be valid. | |

Table 1 – Social Awareness Learning Goal 1: Benchmarks, sample activities and related academic standards by grade band.

Learning Goal 2

Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|--|---|--|
| Kindergarten–Grade 3 | Describe ways that people are similar and different. | Make a list of ways that people are similar and different (e.g., age, height, hair color, eye color) and note how differences provide rich assets and contours to learning for the betterment of all. Post the list in the classroom. | <p>Social Studies, 0.3.2.3.1, Identify the physical and human characteristics of places, including real and imagined places.</p> <p>Social Studies, 0.4.2.4.1, Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.</p> <p>Social Studies, 1.3.2.3.1, Compare physical and human characteristics of a local place and a place far away on a globe or map.</p> <p>Social Studies, 1.4.2.4.1, Compare and contrast family life from earlier times and today.</p> <p>Social Studies, 2.4.2.4.1, Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|--|---|---|
| Kindergarten–Grade 3 | Describe positive qualities in others. | Make a list of positive words that we can use to describe people. Post list in the classroom. | |
| Kindergarten–Grade 3 | Use respectful language and actions when dealing with conflict or differences of opinions. | <p>“I statements” provide a way of being respectful during conflict resolution. Create opportunities for students to fill in the blanks about different situations: “I feel _____ when you _____ because _____.”</p> <p>Teach a simple conflict resolution formula students can use with help from an adult in conflict situations. Assist students in implementing it. For example, the formula could be: stop and calm down, take turns stating the problem and how you feel in an “I statement,” identify a solution that works for both, agree to try it out.</p> | Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|---|---|----------------------------|
| Grades 4–5 | Describe benefits of personal qualities of others and why everyone shouldn't be the same. | <p>Activities could include leveraging living museums or storytelling from community members and parents/families who represent the entire school community. Audit to gather student feedback on their learning activities.</p> <p>Ask students to interview members of their family and write reports about the qualities of people who have improved the lives of others.</p> | |
| Grades 4–5 | Offer alternative ways for addressing conflict or differences of opinions with peers. | When selecting, developing, preparing and delivering their own curricula, educators should modify the curricula to critique and redress issues of privilege and bias, e.g., sexism, ageism, ableism, racism, and heteronormative stereotypes. | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|--|--|
| Grades 4–5 | Identify contributions of various social and cultural groups. | <p>Create assignments to explore other cultures, traditions, languages and history.</p> <p>Invite families to come to social studies to share about individuals who have made a difference in their community.</p> | <p>Arts, 4.1.1, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Science, 5.1.3.2.1, Describe how science and engineering influence and are influenced by local traditions and beliefs.</p> <p>Social Studies, 8.3.3.5.1, Describe the locations of human populations and the cultural characteristics of the United States and Canada.</p> |
| Grades 4–5 | Define and recognize examples of stereotyping, discrimination and prejudice. | Celebrate historical figures and characters who resisted stereotypes or worked to promote justice and equality for others. | |
| Grades 6–8 | Analyze how people of different groups can help one another and show appreciation for one another. | Implement a social studies curriculum such as “Facing History and Ourselves” or “Teaching Tolerance,” to promote cultural awareness and respect for others. | Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas. |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|--|--|
| Grades 6–8 | Describe ways that communities and cultures are similar and different. | Use cooperative learning and project-based learning to build diverse working groups. | <p>Arts, 6.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Social Studies, 4.4.2.4.1, Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.</p> <p>Social Studies, 7.4.2.4.1, Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the 19th- and 20th-centuries.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|--|---|
| Grades 6–8 | Recognize how similarities and differences in cultural norms and social cues affect the way people interact. | Teach a unit on media literacy and have students analyze media to identify who is being featured in commercials, shows, etc., and whether the people featured are reinforcing positive or negative stereotyping. | <p>Science, 8.1.3.2.1, Describe examples of important contributions to the advancement of science, engineering and technology made by individuals representing different groups and cultures at different times in history.</p> <p>ELA, 7.4.6.6, Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.</p> <p>ELA, 8.5.9.9, Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic. Identify where the texts disagree on matters of fact or interpretation.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|---|--|---|
| Grades 6–8 | Explain how decisions and behaviors of individuals affect the well-being of schools or communities. | Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society. | <p>Science, 8.3.4.1.2, Recognize that land and water use practices affect natural processes, and that natural processes interfere and interact with human systems.</p> <p>Science, 7.4.4.1.2, Describe ways that human activities can change the populations and communities in an ecosystem.</p> |
| Grades 9–12 | Demonstrate respect for individuals from different social and cultural groups. | Have students identify opportunities for civic engagement and service learning at the local level in the community. Help students organize a service learning project. | <p>ELA, 11.4.9.9, Demonstrate knowledge of 18th-, 19th- and early-20th-century foundational works of American literature, including American Indian and other diverse cultures’ texts. Demonstrate how two or more texts from the same period treat similar themes or topics.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|--|---|--|
| Grades 9–12 | Demonstrate understanding of apparent and not apparent community/cultural practices, customs and ways of making meaning that impact communities differently. | Reflection activity about what students learned about the activity. | <p>Science, 9.1.3.2.1, Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.</p> <p>Arts, 9.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> |
| Grades 9–12 | Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures. | Students select a topic of interest or concern in their local community. Have them compare this topic of concern to concerns on the national level, considering community reaction and involvement. | |
| Grades 9–12 | Evaluate strategies for recognizing and opposing stereotyping, prejudice and discrimination among individuals, institutions and social structures. | Implement a social studies curriculum such as “Facing History and Ourselves” to promote cultural awareness and respect for others. | |

Table 2–Social Awareness Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 3

Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|---|--|--|
| Kindergarten–Grade 3 | Identify and execute responsibilities that contribute to their classroom. | Give students classroom jobs and have discussions about how they are helpful to the group. | Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. |
| Kindergarten–Grade 3 | Identify how they help others, e.g., feed the dog, share, or clean up when asked. | Ask students to create an art project or write simple essays about how they help others every day or week. | Social Studies, 1.1.1.1.1, Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. Science, 0.1.1.2.1, Use observations to develop an accurate description of a natural phenomenon and compare one’s observations and descriptions with those of others. |
| Kindergarten–Grade 3 | Express how they feel when they help others. | Students create a collage of daily personal and family activities and circle examples of when they or others are helping, and describe how it feels. | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|---|--|---|
| Grades 4–5 | Work collaboratively with peers to identify, understand and respond to a social need. This work could be a community or school service project. | Play small group games that involve cooperating and problem solving with others to complete a task. Then, reflect on their experience. | |
| Grades 4–5 | Describe what they learned about themselves in helping others. | Ask students to create an art project or write simple reports about their activities. | |
| Grades 4–5 | Identify and perform tasks that contribute to their school and community. | Adopt a community service project. Have students reflect on what they learned about the project. | <p>Arts, 4.1.3, Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.</p> <p>Arts, 4.1.2, Demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.</p> |
| Grades 6–8 | Explain how individual attitudes and behaviors affect the well-being of their school or community. | Students draw an “impact web” of how their actions could potentially affect others, or how a historical figure’s actions affected society. | |
| Grades 6–8 | Learn about social movements, such as civil rights, abolition and suffrage, and the leaders of the movements and strategies. | Create opportunities for participation in civic engagement at the school level. | Social Studies, 6.1.1.1.1, Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|------------|-------------------|---|
| | | | <p>and consequences associated with the decision made on each issue.</p> <p>Social Studies, 6.4.4.18.1, Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes.</p> <p>Social Studies, 6.4.4.18.2, Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.</p> <p>Social Studies, 6.4.4.18.3, Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process.</p> <p>Social Studies, 6.4.4.20.3, Describe the effects of reform movements on the political and social</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|------------|-------------------|--|
| | | | <p>culture of Minnesota in the early 20th-century.</p> <p>Social Studies, 7.4.4.18.3, Identify causes and consequences of Antebellum reform movements, including abolition and women's rights.</p> <p>Social Studies, 7.4.4.19.3, Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples.</p> <p>Social Studies, 7.4.4.20.3, Compare and contrast reform movements at the turn of the 20th century.</p> <p>Social Studies, 7.4.4.20.5, Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the 19th Amendment.</p> <p>Social Studies, 7.4.4.21.2, Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies.</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|---|--|--|
| Grades 6–8 | Work collaboratively with peers to analyze and address a shared school initiative. | Adopt a community project. Have students reflect about what they learned about the project. | |
| Grades 9–12 | Work collaboratively with peers to analyze and address a shared social cause. | Students complete a service project. Students complete a follow-up article, where they discuss the project’s impact and evaluate what they would do the same or differently the next time. | ELA, 9.9.8.8, As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.) |
| Grades 9–12 | Analyze the impact of their involvement in an activity to improve their school or community. | Involve students in creating a youth vote lesson and have them identify a religious/cultural/civic group that addresses common good. | Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations. Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. |
| Grades 9–12 | Compare and contrast the role of government versus social movements and versus social institutions, such as religious, cultural and | Create inter-generational leadership projects that engage youth in learning and working with | Social Studies, 9.4.4.18.1, Analyze the differential impact of technological change and innovation on regional economic |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|--|--|--|
| | <p>civic groups, in defining and addressing the common good.</p> | <p>educators to improve the climate of the school.</p> | <p>development and labor systems.</p> <p>Social Studies, 9.4.4.18.2, Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.</p> <p>Social Studies, 9.4.4.18.3, Analyze changes in the United States political system, including the simultaneous expansion and constriction of voting rights and the development of new political parties.</p> <p>Social Studies, 9.4.4.18.4, Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements.</p> <p>Social Studies, 9.4.4.18.5, Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.</p> <p>Social Studies, 9.4.4.18.6, Evaluate the responses of both enslaved and free</p> |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|------------|-------------------|--|
| | | | <p>blacks to slavery in the antebellum period.</p> <p>Social Studies, 9.4.4.20.6, Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions.</p> <p>Social Studies, 9.4.3.10.1, Describe the Reformation and Counter-Reformation; analyze their impact throughout the Atlantic world.</p> |

Table 3 – Social Awareness Learning Goal 3: benchmarks, sample activities and related academic standards by grade band.

Learning Goal 4

Demonstrates awareness of external supports and when supports are needed.

Benchmarks, Sample Activities and Related Academic Standards by Grade Band

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|-----------------------------------|---|---|
| Kindergarten–Grade 3 | Identify an adult they can trust. | <p>Define trust as a vocabulary word.</p> <p>Ask students to list qualities of a person they would trust.</p> | Social Studies, 2.2.4.5.1, Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|----------------------|---|--|--|
| Kindergarten–Grade 3 | Explain situations when students may need help. | <p>Create a lesson to teach the difference between big/small problems and have students give example scenarios.</p> <p>Routinely support students in seeking help from others.</p> <p>Model out loud how to ask for help, e.g., “I’m going to ask the principal if she knows who could help us with that. She knows a lot of people in the community. I will find a time she’s not busy to ask.”</p> | |
| Kindergarten–Grade 3 | Understand how and where to get help in an emergency situation. | Students’ role play simple “what if” situations and discuss how to handle the situations, e.g., “What if you couldn’t find your book bag?”; “What if you saw someone who was hurt in the playground?” | Social Studies, 2.1.4.7.1, Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. |
| Grades 4–5 | Recognize qualities of positive peer and adult role models. | <p>Ask students to respond to a journal prompt or write an essay about traits of role models.</p> <p>Students list and describe adult relationships they have.</p> | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|---|--|----------------------------|
| Grades 4–5 | Distinguish situations when students need support versus when they don't. | Lead a discussion about the types of situations where students may need help. Have students create two lists. In one list, have them write situations when we may need support. In the other list, write situations where we can handle it on our own. For each item on the "situations that we need support" list, include a discussion of how and who to ask for help. | |
| Grades 4–5 | Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. | <p>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide.</p> <p>Ask students to respond to journal prompt about whom they ask for help.</p> <p>Ask students to write an article about helpful people in the school, and post it on the bulletin board.</p> | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|------------|---|---|----------------------------|
| Grades 6–8 | Apply qualities of positive peer and adult role models to self. | <p>In journal prompt, ask students to list traits of role models or otherwise describe a person or people they admire.</p> <p>Ask students to list and describe adult relationships that are important to them and share about that in pairs or small groups.</p> | |
| Grades 6–8 | Recognize a situation when support was needed but students did not ask for it. | <p>Have students visit school support staff, such as a nurse, counselor or mediators, to find out what services they provide.</p> <p>Ask students to write an article about helpful people in the school, and post it on the bulletin board.</p> | |
| Grades 6–8 | Analyze whether peers, school, and community members are supportive or non-supportive in accomplishing goals. | For a report or project-based learning, have teams of students analyze whether the school community is supportive or non-supportive, based on its policies, practices, and resources. | |

| Grade Band | Benchmarks | Sample Activities | Related Academic Standards |
|-------------|--|--|----------------------------|
| Grades 9–12 | Seek out peer and adult role models who will help students achieve goals. | <p>In a journal prompt or essay, ask students to describe possible mentors, including individuals from their family, community or school. In a small- or a large-group discussion, ask students to share why they may need a mentor and who can fill that role.</p> <p>Routinely ask students questions about whom they can ask for help any time they face a challenge.</p> | |
| Grades 9–12 | Access family, peer, school, and community resources when support is needed. | As part of project-based learning, or for a research project, develop a list of resources both in and out of school. | |
| Grades 9–12 | Develop systems of support that contribute to school and personal success. | For an individual report or as part of team learning, ask students to identify systems of support and report on program involvement and outcomes achieved. | |

Table 4 – Social Awareness, Learning Goal 4: benchmarks, sample activities and related academic standards by grade band.