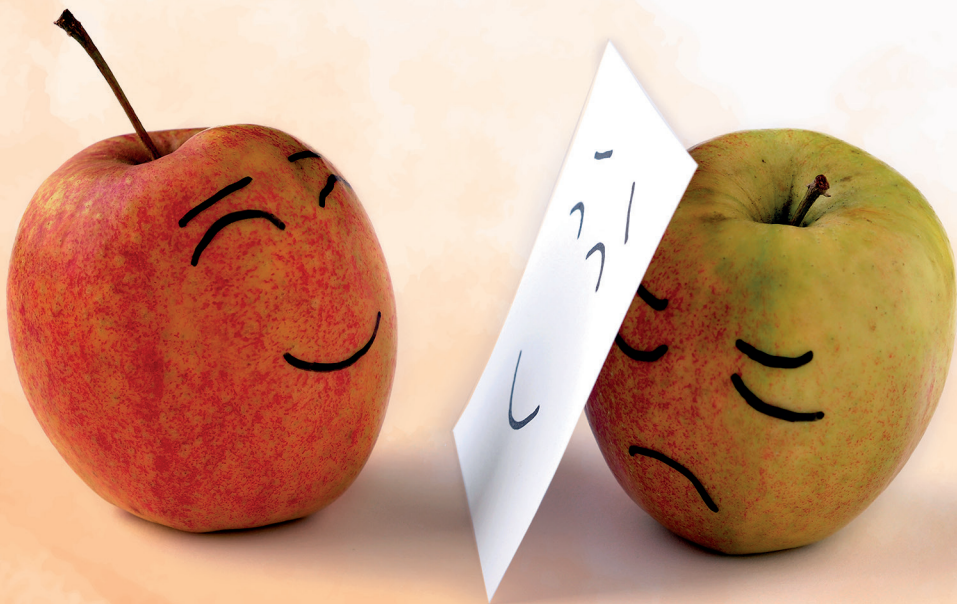
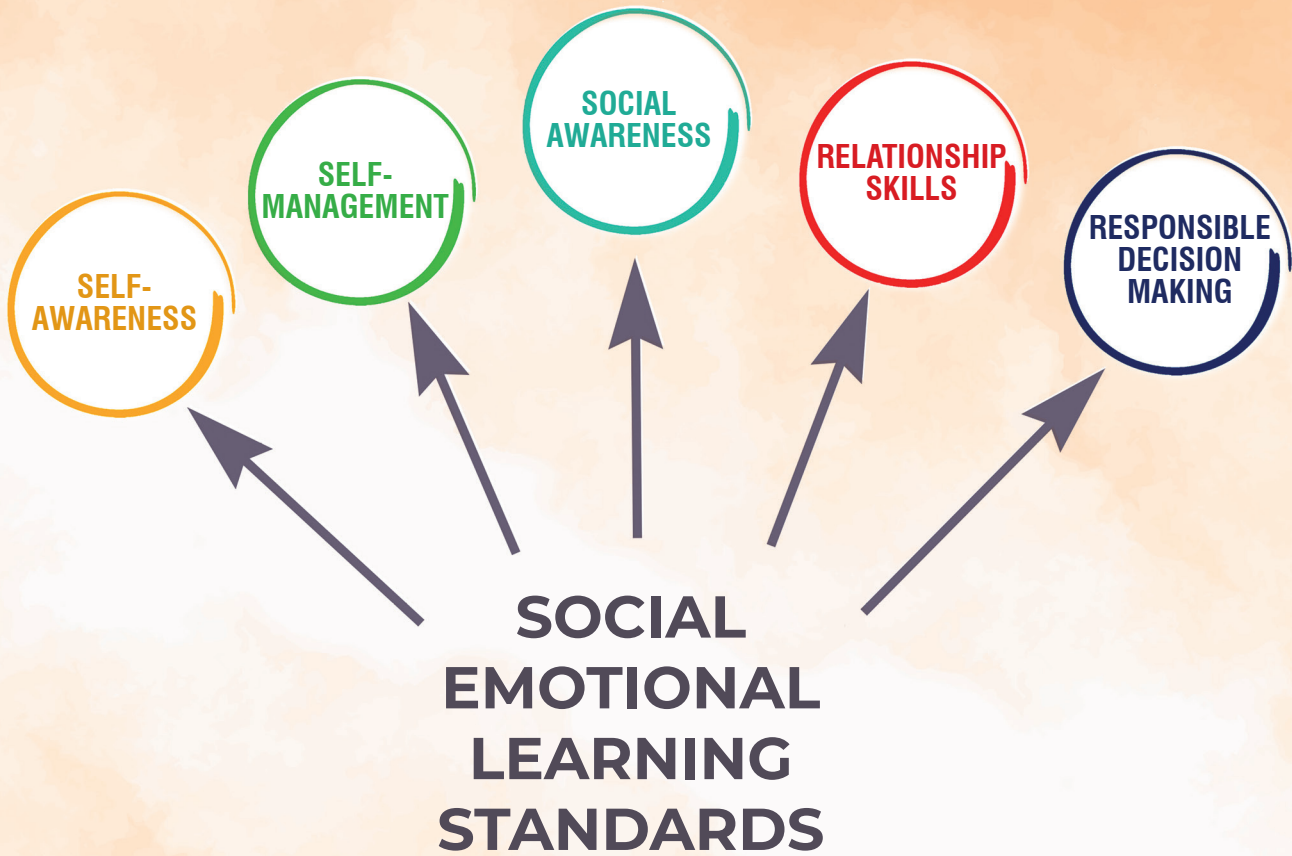




ADVENTIST EDUCATION
Journey to Excellence 2.0



North American Division of Seventh-day Adventists
OFFICE OF EDUCATION

SOCIAL EMOTIONAL LEARNING STANDARDS

Social Emotional Learning (SEL) is the process through which children and adults gain and apply the knowledge and skills to manage emotions and achieve personal and collective goals—while learning to care for their body, mind and spirit. SEL is an integral part of the education process. It can assist students in developing the understanding, strategies, and skills that support a positive sense of self and empathy for others.

It also promotes respectful relationships and builds student capacity to recognize and manage their emotions and make responsible and caring decisions. SEL can play a vital role in students' spiritual journey and help them navigate through difficult times. These standards were developed to help students live their best lives.

During the development of these Social and Emotional Learning Standards the committee reviewed various Social Emotional Frameworks. Special thanks are given to The Collaborative for Academic, Social, and Emotional Learning (CASEL) for their evidence-based approach and practices from which we have drawn from and incorporated our own unique Adventist Worldview.

DOMAINS

The North American Division, Social Emotional Standards, are divided into the following sections:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

DEVELOPMENT COMMITTEE

Evelyn Sullivan, Chair
North American Division Office of Education

Charity Garcia
Andrews University School of Education

Ingrid Weiss-Slikkers
Andrews University Trauma Education Center

Dustin Young
Andrews University School of Social Work

Diane Harris
Superintendent of Rocky Mountain Conference

Tobi Pawson
Head Teacher of Adventist Christian Academy

SELF-AWARENESS

Self-awareness is a person’s capacity to recognize one’s own emotions and the capability to understand how their emotions impact their behavior. Additionally, self-awareness incorporates the ability to accurately assess one’s strengths and weaknesses with a well-grounded sense of confidence, optimism, and a growth mindset.

STANDARD 1.1

I CAN SHOW I AM AWARE OF MY EMOTIONS.

“Let the peace of Christ rule in your hearts...” Colossians 3:15 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can name emotions using words, signs, or other communication methods.• I can express emotions to improve communication and relationships with others.
Grades 1–2	<ul style="list-style-type: none">• I can begin to name basic emotions with increasing independence.• I can begin to identify how I will feel in different situations.
Grades 3–5	<ul style="list-style-type: none">• I can recognize and name a broader range of my emotions.• I can identify how I will feel in situations I will encounter.
Grades 6–8	<ul style="list-style-type: none">• I can recognize and name a growing range of emotions.• I begin to recognize situations that may cause specific reactions in me.
Grades 9–12	<ul style="list-style-type: none">• I can name complex emotions in more detail.• I can identify areas that trigger strong emotions.• I am aware of possible emotional responses I may have.
Professional Christian Competency	<ul style="list-style-type: none">• I can begin to identify and predict my emotional responses in various situations.

SELF-AWARENESS

STANDARD 1.2

I CAN IDENTIFY WHEN I NEED HELP AND WHO CAN SUPPORT ME.

“My help comes from the LORD, the Maker of heaven and earth.” Psalm 121: 2 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I seek help from a trusted adult when I need it.• I can move between independence and dependence based on the situation.
Grades 1–2	<ul style="list-style-type: none">• I can begin to identify situations and problems where I need help.• I can identify people I can go to when I have a problem.
Grades 3–5	<ul style="list-style-type: none">• I can identify situations where adult help is needed and know how to get that help.• I can identify people I can go to for help, depending on my problem.
Grades 6–8	<ul style="list-style-type: none">• I know when I need support.• I can identify people, organizations, and activities that can help me.• I know how and when to reach out to my support.
Grades 9–12	<ul style="list-style-type: none">• I can identify people that are a support to me in various situations.• I am aware of community resources.
Professional Christian Competency	<ul style="list-style-type: none">• I can identify and access various resources to provide help and assistance with challenges.• I can engage with organizations to provide help with community issues that are important to me.

SELF-AWARENESS

STANDARD 1.3

I CAN DEMONSTRATE THAT I AM AWARE OF THE IMPACT OF MY BEHAVIORS.

“Do to others as you would have them do to you.” Luke 6:31 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can follow the rules and practice applying them to new situations.
Grades 1–2	<ul style="list-style-type: none">• I can follow school and classroom expectations with prompting.• I can identify what it means to be respectful of myself and others.
Grades 3–5	<ul style="list-style-type: none">• I can identify tasks I am responsible for at home and school.• I am aware of when I’m on task and off task.• I can identify my personal boundaries and how to communicate “no” in a respectful manner.
Grades 6–8	<ul style="list-style-type: none">• I can analyze the short and long-term outcomes of behaviors.• I can accept responsibility for the outcomes of my behaviors.• I can identify and communicate my boundaries in a respectful manner.
Grades 9–12	<ul style="list-style-type: none">• I can examine the impact my behaviors have on myself and others.• I can demonstrate an ability to take responsibility for my emotions and behaviors.• I can respectfully maintain and communicate my boundaries.
Professional Christian Competency	<ul style="list-style-type: none">• I am an active member of my community.• I take responsibility for my decisions and outcomes.

SELF-AWARENESS

STANDARD 1.4

I CAN DEMONSTRATE KNOWLEDGE OF MY PERSONAL STRENGTHS AND ASPIRATIONS.

“For we are God’s handiwork, created in Christ Jesus to do good works...” Ephesians 2:10 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can describe myself based on my characteristics and abilities. (e.g., “I am a fast runner” or “I am quiet”).
Grades 1–2	<ul style="list-style-type: none">• I can identify my likes, dislikes, needs, and wants.• I can identify things that I do well.
Grades 3–5	<ul style="list-style-type: none">• I am aware of my identity—my gender, race, ethnicity, and cultural practices.• I can identify and describe my personal strengths.• I can identify areas in which I need to grow.
Grades 6–8	<ul style="list-style-type: none">• I have a greater understanding of how my behaviors influence others and situations.• I accept and can describe assets related to my personal identity, including cultural and linguistic abilities, race, ethnicity, learning differences, etc.• I can identify and explore career areas that match my personal skills and interests.• I am beginning to think about and develop a post-secondary plan.
Grades 9–12	<ul style="list-style-type: none">• I can identify areas where my traits, knowledge, and skills would be an asset.• I can express positive feelings about my identity, including cultural and linguistic abilities, race, ethnicity, learning differences, etc.• I can identify the skills and pathways required to enter a particular profession and begin to prepare accordingly.
Professional Christian Competency	<ul style="list-style-type: none">• I continue to explore and increase my knowledge and skills in my areas of interest.• I am comfortable defining who I am—my culture, background, strengths, assets, and areas where I need to grow.

SELF-AWARENESS

STANDARD 1.5

I TRY TO UNDERSTAND AND IDENTIFY MY OWN BIAS.

“Above all, love each other deeply, because love covers over a multitude of sins.” 1 Peter 4:8 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can describe myself, such as “funny” or “smart.”• I can name my likes and dislikes.• I can describe myself from others in terms of specific abilities (e.g., “I am a slow runner” or “I am good at catching”).
Grades 1–2	<ul style="list-style-type: none">• I am aware of my likes and dislikes. (e.g., subjects, activities, foods...).• I can identify common and different traits between myself and others.• I am beginning to see that being different is not “bad.”
Grades 3–5	<ul style="list-style-type: none">• I recognize that everyone, including me, is unique, but we are all made in the image of God.• I can identify some of my preferences (e.g., geometry vs. fractions, creative writing vs. essay writing).
Grades 6–8	<ul style="list-style-type: none">• I can recognize and describe how my life experiences can create personal bias.• I am beginning to explore how my bias may influence my behaviors.
Grades 9–12	<ul style="list-style-type: none">• I can identify and acknowledge my bias.• I am beginning to understand how some of my biases may be incorrect.
Professional Christian Competency	<ul style="list-style-type: none">• I can identify my bias and actively try to reduce their influence on my behaviors.

SELF-MANAGEMENT

Self-management, which is also referred to as “self-control” or “self-regulation,” is one’s ability to regulate their behavior, thoughts, feelings, and emotions consciously and productively. Developing self-management is a reflective process where one discovers how much one can regulate themselves. This process includes managing stress and delaying gratification while working toward personal goals.

STANDARD 2.1

I HAVE AND USE THE SKILLS I NEED TO MANAGE MY FEELING, EMOTIONS AND BEHAVIORS.

“Better a patient person than a warrior, one with self-control than one who takes a city.” Proverbs 16:32 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">I can regulate my actions, words, and feelings with help.
Grades 1–2	<ul style="list-style-type: none">I can describe ways to regulate myself when I have big feelings (frustrated, over-excited, angry, etc.) with help.I can practice using appropriate words and behaviors when I have big feelings (frustrated, over-excited, angry, etc.) with help.
Grades 3–5	<ul style="list-style-type: none">I can use strategies to regulate myself when situations upset me.I can share my perspective in a constructive manner (“I” messages).I am aware of my feelings and how it affects my behaviors.
Grades 6–8	<ul style="list-style-type: none">I can reflect and use strategies to regulate my emotions and behaviors.I can use strategies to regulate my words and behaviors when I have a variety of emotions.I understand and can describe how different emotions affect me physically.
Grades 9–12	<ul style="list-style-type: none">I can regulate my behaviors and words when other people or situations bother me.I can evaluate how my attitude impacts growth.
Professional Christian Competency	<ul style="list-style-type: none">I consistently model effective regulation of my emotions, words, and behaviors.

SELF-MANAGEMENT

STANDARD 2.2

I MANAGE AND USE MY MATERIALS AND RESPONSIBILITIES EFFECTIVELY.

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.” 1 Peter 4:10 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can use provided materials safely and respectfully.
Grades 1–2	<ul style="list-style-type: none">• I can follow expectations in caring for my materials.• I can make an effort to keep my workspace organized.• I can do my assigned work with reminders.
Grades 3–5	<ul style="list-style-type: none">• I can follow routines and classroom expectations.• I can practice breaking large tasks into smaller steps.• I can begin to practice time management with coaching.
Grades 6–8	<ul style="list-style-type: none">• I can keep track of personal items.• I can break down tasks into smaller steps to complete assigned work within a specific time frame.• I am learning skills on how to manage financial resources.
Grades 9–12	<ul style="list-style-type: none">• I can manage my schedule with decreasing coaching.• I can organize the materials needed for school.• I am increasing my confidence in managing finances.
Professional Christian Competency	<ul style="list-style-type: none">• I can prioritize my needs and wants in a way that allows me to fulfill my professional responsibilities.• I can manage my time among various schedule demands.

SELF-MANAGEMENT

STANDARD 2.3

I USE MY SKILLS TO ACHIEVE GOALS.

“May he give you the desire of your heart and make all your plans succeed.” Psalm 20:4 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I exhibit delight in my accomplishments.• I exhibit self-confidence in doing things independently (dressing myself, pouring my milk, etc.).• I stay focused on a task until it is completed.
Grades 1–2	<ul style="list-style-type: none">• I can identify a short-term goal.• I can name the steps needed to accomplish a short-term goal.• I can complete a simple, short-term goal.
Grades 3–5	<ul style="list-style-type: none">• I can begin to break down a goal into necessary steps with the assistance of an adult.• I can monitor, make necessary adjustments, and complete steps according to timelines with adult assistance.
Grades 6–8	<ul style="list-style-type: none">• I can break down and complete a goal with increasing independence.• I can begin to work on long-term goals with the assistance of an adult.
Grades 9–12	<ul style="list-style-type: none">• I can modify short and long-term goals (work, education, financial, personal).• I can monitor my progress, identify problem areas, and make necessary adjustments to reach goals.
Professional Christian Competency	<ul style="list-style-type: none">• I can set, monitor, evaluate and adjust my short-and-long term goals for personal and professional growth.

SELF-MANAGEMENT

STANDARD 2.4

I SHOW A RESILIENT ATTITUDE AND GROWTH MINDSET WHEN PROBLEMS ARISE.

“I can do all this through him who gives me strength.” Philippians 4:13 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can demonstrate resilience in completing a task.• I can exhibit self-confidence in completing tasks.
Grades 1–2	<ul style="list-style-type: none">• I can work on a task even when difficulty arises with the support and guidance of an adult.
Grades 3–5	<ul style="list-style-type: none">• I understand that mistakes are part of learning.• I try to find ways to solve problems even when things are difficult.
Grades 6–8	<ul style="list-style-type: none">• I can find ways to solve problems even when things are difficult.
Grades 9–12	<ul style="list-style-type: none">• I can show determination and creativity to meet goals.• I can modify goals in the face of challenges.
Professional Christian Competency	<ul style="list-style-type: none">• I can acknowledge the challenges that may arise when achieving goals and with God's help I can persevere.

SOCIAL AWARENESS

Social awareness is a person’s ability to consider other people’s perspectives and apply that understanding to interactions with them. It also helps one to understand how they fit into and can contribute to their community while figuring out what they need from the world.

STANDARD 3.1

I CAN RESPOND TO SOCIAL CUES.

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.” Matthew 7:12 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I show interest in the feelings of others.• I can participate in social interactions.
Grades 1–2	<ul style="list-style-type: none">• I can listen and identify with the feelings and perspectives of people or characters in a book or story.
Grades 3–5	<ul style="list-style-type: none">• I can identify the feelings and perspectives of those from diverse backgrounds.
Grades 6–8	<ul style="list-style-type: none">• I can analyze how one person’s behavior may affect another, including consideration of those from diverse backgrounds.• I can explain how my behavior may affect another person’s feelings and responses.
Grades 9–12	<ul style="list-style-type: none">• I can identify verbal, physical, and situational cues that indicate how others, including those from diverse backgrounds, may feel.• I can ask questions and listen to identify another person’s feelings and perspectives.
Professional Christian Competency	<ul style="list-style-type: none">• I can differentiate between factual and emotional content and the meaning of what a person says.

SOCIAL AWARENESS

STANDARD 3.2

I TRY TO UNDERSTAND AND SHOW RESPECT FOR OTHERS.

“Love your neighbor as yourself...” Mark 12:31 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can show consideration and cooperate.
Grades 1–2	<ul style="list-style-type: none">• I can describe how people are similar and different.• I can describe positive characteristics among diverse backgrounds.
Grades 3–5	<ul style="list-style-type: none">• I can recognize that people from diverse backgrounds may have differences and commonalities.• I can identify the contributions of various cultural groups.
Grades 6–8	<ul style="list-style-type: none">• I can define biases and stereotypes.• I can explain how individuals from various backgrounds may be more vulnerable to stereotyping.
Grades 9–12	<ul style="list-style-type: none">• I can evaluate strategies for showing respect to others.• I have awareness and respect for cultural differences.
Professional Christian Competency	<ul style="list-style-type: none">• I demonstrate genuine respect for diversity and practice cultural humility.• I view diversity as an asset.

SOCIAL AWARENESS

STANDARD 3.3

I SHOW EMPATHY FOR OTHER PEOPLE.

“By this everyone will know that you are my disciples, if you love one another.” John 13:35 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I understand others have feelings that may be different than my own.• I try to identify what might cause a peer’s emotions and comfort them when necessary.
Grades 1–2	<ul style="list-style-type: none">• I can notice others’ non-verbal responses and words.• I can recognize how words impact others.
Grades 3–5	<ul style="list-style-type: none">• I can notice emotional cues through words and body language.• I am beginning to use active listening skills when others are speaking.
Grades 6–8	<ul style="list-style-type: none">• I ask questions after others speak to clarify my understanding.• I recognize social cues and expectations that may vary in society.• I actively provide support when others are in need.
Grades 9–12	<ul style="list-style-type: none">• I respond to social cues and express an understanding of others’ opinions.• I can assess factual and emotional content in a variety of settings.
Professional Christian Competency	<ul style="list-style-type: none">• I demonstrate active listening with all members of my community.• I can respond to others whose life experiences are different from mine in a kind and respectful manner.

SOCIAL AWARENESS

STANDARD 3.4

I RECOGNIZE LEADERSHIP ABILITIES IN MYSELF AND OTHERS.

“Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.” 1 Timothy 4:12 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I am a contributing member of a group.• I can begin to compromise with peers with adult guidance.
Grades 1–2	<ul style="list-style-type: none">• I can compromise with peers with adult guidance.• I can identify strengths in myself and others.
Grades 3–5	<ul style="list-style-type: none">• I take the initiative to speak up about a concern.• I can participate in group activities as a leader and participant.
Grades 6–8	<ul style="list-style-type: none">• I take the initiative to solve concerns that may arise.• I can identify and demonstrate positive leadership skills.
Grades 9–12	<ul style="list-style-type: none">• I actively seek to support others and advocate for their needs.• I respond cooperatively with other leaders.
Professional Christian Competency	<ul style="list-style-type: none">• I mentor the leadership skills of others.• I organize and lead group initiatives.

SOCIAL AWARENESS

STANDARD 3.5

I CONTRIBUTE POSITIVELY TO MY COMMUNITIES.

“Whatever your hand finds to do, do it with all your might...” Ecclesiastes 9:10 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can suggest solutions to conflicts with the assistance of an adult.• I can demonstrate an ability to communicate effectively in a group with adult guidance and assistance.
Grades 1–2	<ul style="list-style-type: none">• I can suggest solutions to conflicts with or without the assistance of an adult.• I can name areas of strength in myself and others to strengthen our classroom community.
Grades 3–5	<ul style="list-style-type: none">• I can actively participate and positively contribute to group activities led by someone else.• I can lead a group to complete a task.
Grades 6–8	<ul style="list-style-type: none">• I can identify and demonstrate the skills needed for solving conflicts.• I can be a contributing member of a group.
Grades 9–12	<ul style="list-style-type: none">• I respect and respond cooperatively to leadership in others.• I can utilize my gifts and talents to lead a group to accomplish a task or goal.
Professional Christian Competency	<ul style="list-style-type: none">• I respect the opinions and ideas of others.• I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.

RELATIONSHIP SKILLS

Building healthy and robust relationships can give a person a sense of well-being and purpose. Likewise, strong relationships between teachers and their students can provide a foundation for student engagement, belonging, and learning. For example, students who have fun in a classroom feel that they have a personal connection with the teacher—which can lead to academic success.

STANDARD 4.1

I USE COMMUNICATION AND INTERPERSONAL SKILLS TO INTERACT EFFECTIVELY WITH OTHERS, INCLUDING THOSE WITH DIVERSE BACKGROUNDS, CULTURES, ABILITIES, LANGUAGES AND IDENTITIES.

“A gentle answer turns away wrath, but a harsh word stirs up anger.” Proverbs 15:1 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can compromise if my peers have thoughts, ideas, and feelings different from my own.• I can show empathy, respect, and awareness of feelings with other children and adults.
Grades 1–2	<ul style="list-style-type: none">• I can communicate effectively if I am upset with another child or adult.• I can share my thoughts, ideas, and feelings with my peer group or an adult.• I can describe the characteristics of a good friend and how to maintain a healthy relationship with them.
Grades 3–5	<ul style="list-style-type: none">• I can recognize the difference between positive and negative relationships.• I can understand how to safeguard my core values in a friendship.• I can make and keep friends.

RELATIONSHIP SKILLS

Grades 6–8

- I can demonstrate the ability to choose friends wisely.
- I can communicate and engage productively when encountering conflict within my peer group or as an adult.
- I can choose my actions wisely within my peer group, according to the core values I represent on behalf of my religious beliefs, myself, and my family.

Grades 9–12

- I understand and practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, and practicing forgiveness, and empathy).
- I can use an “I Message” to promote healthy communication when expressing my feelings to a peer or an adult.
- I can advocate for myself and resist negative peer pressure at school or work.

Professional Christian
Competency

- I can actively contribute to creating a healthy support network of friendships and social interests.
- I can build and maintain relationships with people by showing empathy, interest, and respect.
- I can use communication strategies to navigate difficult relationships within a peer group.

RELATIONSHIP SKILLS

STANDARD 4.2

I USE APPROPRIATE COMMUNICATION STRATEGIES AND INTERPERSONAL SKILLS TO MAINTAIN RELATIONSHIPS WITH OTHERS.

“Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.” Colossians 4:6 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can understand that other people have different thoughts and feelings.• I can cooperate and compromise.
Grades 1–2	<ul style="list-style-type: none">• I can describe the characteristics of a good friend.• I can describe ways to make and keep friends.
Grades 3–5	<ul style="list-style-type: none">• I can recognize the difference between positive and negative relationships.• I understand the difference between safe and risky behaviors.• I can make and keep friends.
Grades 6–8	<ul style="list-style-type: none">• I am or can be involved in positive activities with my peer group.• I can demonstrate the ability to be true to personal values when choosing friends.• I can maintain positive relationships with adults.
Grades 9–12	<ul style="list-style-type: none">• I understand and practice strategies for maintaining positive relationships (e.g., pursuing shared interests, practicing forgiveness, and showing empathy).• I understand the value and role of mentors.• I understand workplace relationships and show respect for colleagues.• I can advocate for myself in various situations.• I can resist negative peer pressure.
Professional Christian Competency	<ul style="list-style-type: none">• I can actively participate in a healthy support network of friendship and social interests.• I can build and maintain relationships despite our differences.

RELATIONSHIP SKILLS

STANDARD 4.3

I CAN DEMONSTRATE THE SKILLS TO RESOLVE INTERPERSONAL CONFLICTS RESPECTFULLY.

“Blessed are the peacemakers, for they will be called children of God.” Matthew 5:9 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can practice compromising with adult support.• I can practice solving conflicts with adult support.
Grades 1–2	<ul style="list-style-type: none">• I can identify conflicts commonly experienced by my peers.• I can identify different approaches to resolving conflicts with adult support.• I can begin to identify how my actions impact others.
Grades 3–5	<ul style="list-style-type: none">• I can practice conflict resolution with adult support.• I notice how my actions may impact others.
Grades 6–8	<ul style="list-style-type: none">• I can identify health and risky peer pressure.• I can practice steps for compromise with peers and adults.• I can practice strategies to prevent and resolve interpersonal conflicts.
Grades 9–12	<ul style="list-style-type: none">• I understand and use active listening skills.• I can identify my role in a conflict.• I can use strategies to manage interpersonal conflicts safely.
Professional Christian Competency	<ul style="list-style-type: none">• I demonstrate an ability to work with others with opposing viewpoints.• I regularly engage in interpersonal communication skills to support strengthening relationships.

RELATIONSHIP SKILLS

STANDARD 4.4

I CAN RECOGNIZE WHEN OTHERS NEED HELP AND DEMONSTRATE THE ABILITY TO PROVIDE OR SEEK ASSISTANCE.

“Carry each other’s burdens, and in this way you will fulfill the law of Christ.” Galatians 6:2 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can make decisions collaboratively with other children, with the guidance of an adult(s).• I can suggest solutions to problems, with or without assistance from an adult.
Grades 1–2	<ul style="list-style-type: none">• I recognize that others have different abilities and can offer help when needed.• I can recognize unsafe situations and am aware that adult help is needed.
Grades 3–5	<ul style="list-style-type: none">• I can look for opportunities to help others.• I can provide helpful suggestions and solutions to problems.
Grades 6–8	<ul style="list-style-type: none">• I can access resources and support if needed.• I can recognize when others are in an unsafe situation and can provide help.
Grades 9–12	<ul style="list-style-type: none">• I can begin to foresee when others might need help.• I use my listening skills to identify when my peers need assistance.
Professional Christian Competency	<ul style="list-style-type: none">• I regularly use active listening and communication skills to identify when a person needs help, though it may not be explicitly stated.

RESPONSIBLE DECISION MAKING

Responsible decision-making is the ability to make choices that impact your physical, intellectual, social, spiritual, and emotional well-being positively. Responsible decisions are based on social morals, ethics, and safety. They also involve awareness of the impact of your choice on yourself, your goals, your relationships, and others around you.

STANDARD 5.1

I CAN APPLY PROBLEM-SOLVING SKILLS TO ENGAGE RESPONSIBILITY IN A VARIETY OF SITUATIONS.

“Trust in the LORD with all your heart and lean not on your own understanding.” Proverbs 3:5 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can make decisions with other children, with assistance.• I can follow the rules (e.g., putting my coat away, lining up).
Grades 1–2	<ul style="list-style-type: none">• I can differentiate between small and large problems.• I recognize that there can be more than one solution to a problem.
Grades 3–5	<ul style="list-style-type: none">• I can identify the cause of different problems.• I can begin to generate and predict alternative solutions to problems.
Grades 6–8	<ul style="list-style-type: none">• I can describe different kinds of problems and the causes.• I can generate several possible solutions to problems.• I can discuss the consequences of each solution.
Grades 9–12	<ul style="list-style-type: none">• I can accurately identify key components of a variety of problems.• I can generate multiple solutions to problems.• I can analyze the appropriateness of each solution.
Professional Christian Competency	<ul style="list-style-type: none">• I can identify and ask systemic questions to analyze any problem.• I routinely generate multiple possible solutions to problems.• I consider other perspectives in analyzing the possible consequences of each solution.

RESPONSIBLE DECISION MAKING

STANDARD 5.2

I CAN USE STRATEGIES TO SOLVE PROBLEMS.

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.”
Matthew 7:7 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can make decisions with other children with adult support.• I can follow classroom expectations with adult support.
Grades 1–2	<ul style="list-style-type: none">• I can identify and practice steps for problem-solving with adult support.
Grades 3–5	<ul style="list-style-type: none">• I can practice strategies to solve problems, seeking support if needed.
Grades 6–8	<ul style="list-style-type: none">• I can implement problem-solving strategies with peers and adults.• I can assess my problem-solving strategies.
Grades 9–12	<ul style="list-style-type: none">• I apply problem-solving strategies in various settings.
Professional Christian Competency	<ul style="list-style-type: none">• I use a range of strategies to solve or prevent problems.• I implement lessons learned from past situations to resolve current problems.

RESPONSIBLE DECISION MAKING

STANDARD 5.3

I CAN EVALUATE THE IMPACT OF DECISIONS ON MYSELF, OTHERS, AND THE GIVEN SITUATION AND ADJUST MY BEHAVIOR APPROPRIATELY.

“Whether you turn to the right or to the left, your ears will hear a voice behind you, saying, “This is the way; walk in it.” Isaiah 30:21 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can make decisions with other children, with adult guidance and assistance.• I can demonstrate cooperation and compromise with adult guidance when working or playing in a group.
Grades 1–2	<ul style="list-style-type: none">• I recognize that I have choices in how to respond to situations.• I understand and recognize that choices can positively and negatively affect myself and others.
Grades 3–5	<ul style="list-style-type: none">• I recognize that decisions made in the short term can have lasting consequences.• I can make positive choices after weighing short-term consequences.• I can evaluate the results of my decisions with an adult and admit when I have made a poor choice.
Grades 6–8	<ul style="list-style-type: none">• I can make positive choices after weighing short-and long-term consequences.• I can work through an action plan with an adult when decision-making strategies and tools need to be reviewed.
Grades 9–12	<ul style="list-style-type: none">• I can apply effective decision-making skills to make healthy choices and foster positive relationships.• I take responsibility for my choices and assess how to reframe my decision process for the future.
Professional Christian Competency	<ul style="list-style-type: none">• I am willing to learn new tools and strategies for effective communication among my peers.• I can consistently apply effective decision-making skills to make healthy lifelong choices and foster positive relationships.• I accept responsibility for my choices and incorporate lessons learned into future decisions.

RESPONSIBLE DECISION MAKING

STANDARD 5.4

I CONSIDER ETHICAL, SAFETY, AND SOCIETAL FACTORS WHEN MAKING CHOICES AND DECISIONS.

“But each person is tempted when he is lured and enticed by his own desire.” James 1:14 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can cooperate with others and be considerate of their ideas, feelings, and safety.• I can make decisions with other children with the assistance of adults.
Grades 1–2	<ul style="list-style-type: none">• I understand the difference between right and wrong and treat others fairly.• I can recognize how and why my choices may impact others.• I can name and demonstrate safe and healthy behaviors.
Grades 3–5	<ul style="list-style-type: none">• I can identify and consider what is fair when making choices.• I make choices that promote the health and safety of myself and others.• I can identify and consider what is best for those around me when making choices.
Grades 6–8	<ul style="list-style-type: none">• I can identify and consider the ethical impact of my decisions.• I can assess how choices impact the short-and-long-term health and safety of others and myself.• I can evaluate the impact of the decisions I make.
Grades 9–12	<ul style="list-style-type: none">• I can analyze the implications of my decisions.• I understand and evaluate how choices can impact the health and safety of myself and others.• I assess how decision-making affects interpersonal and group relationships.
Professional Christian Competency	<ul style="list-style-type: none">• I consistently evaluate ethical implications when making decisions.• I routinely make choices that promote a safe and healthy lifestyle.• I can demonstrate an intentional decision-making process that respects social and cultural norms.

RESPONSIBLE DECISION MAKING

STANDARD 5.5

I CAN CONSIDER AND RESPOND TO EXTERNAL INFLUENCES BASED ON THE CORE VALUES ALIGNED WITH ADVENTIST EDUCATION.

“Walk with the wise and become wise, for a companion of fools suffers harm.” Proverbs 13:20 (NIV)

Life Span	Indicators
PreK–Kindergarten	<ul style="list-style-type: none">• I can work with other children to make responsible decisions with adult guidance and support.
Grades 1–2	<ul style="list-style-type: none">• I can recognize how social cues vary for my peers, teachers, and family, with adult guidance and support.• I can adapt my responses based on various social cues from peers, teachers, and family members.• I stand up for myself and my peers and let others know when someone is being treated unkindly.
Grades 3–5	<ul style="list-style-type: none">• I can recognize and describe how positive and negative messages from the media, my peers, and authority figures can influence my thoughts, feelings, and behavior.• I can stand up for myself or a peer who is being bullied.• I understand what my core values are and recognize when these are in conflict based on my decisions.
Grades 6–8	<ul style="list-style-type: none">• I can recognize and analyze how positive and negative messages from the media, peers, and authority figures influence personal opinions and behavior.• I am beginning to evaluate messages and sources to determine what is true.• I can adapt my responses based on moral and ethical values (honesty, fairness, compassion, and equity).

RESPONSIBLE DECISION MAKING

Grades 9–12

- I can examine factual information from various sources.
- I can develop personal opinions, make decisions, and consider consequences while reviewing information from various sources.
- I apply decision-making skills that foster responsible relationships and work ethics.
- I speak up when I have concerns for myself or others.

Professional
Christian
Competency

- I consistently model decision-making skills that foster responsible relationships and work ethics in alignment with the core values of Adventist Education.
- I consistently collaborate with students and their families to promote a partnership within our learning communities.
- I consistently evaluate how the messages, attitudes, and behaviors from external sources (e.g., media, including social media, peers, family, community, and professional experts) influence personal and professional opinions, decisions, and behaviors.



ADVENTIST EDUCATION

Journey to Excellence 2.0

North American Division Office of Education
9705 Patuxent Woods Drive, Columbia, MD 21046
adventisteducation.org