

## Dispositions and Standards for Student Success Kindergarten – Grade 5

The Early Learning Programming (Grades K-5) focus on students' social and emotional development to lay the foundation for all learning. Progressive physical, cognitive, and academic development depends on a student's ability to intentionally engage in learning activities through a variety of modalities. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences. Active learning is achieved through a student's ability to solve problems within the context of positive relationships, communicate their needs effectively and evaluate themselves. Effective teaching strategies help students develop strong self-regulation, which in turn prepares students to succeed in school.

K-2 Dispositions		
In a developmentally appropriate fashion: <ul style="list-style-type: none"> <li>• increase interpersonal and social skills.</li> <li>• refine learning, study and work habits.</li> <li>• consider career and life goals.</li> <li>• adopt practices that support global citizenship.</li> </ul>		
Individual Dispositions	Initiative-Interaction	Responsive Interaction
<ul style="list-style-type: none"> <li>• Maintain focus during learning activities</li> <li>• Follow basic routines and rules for play and group participation</li> <li>• Enter class without disruption</li> <li>• Respect property of the school and others</li> <li>• Engage in age-appropriate transition activities</li> <li>• Demonstrate positive dispositions when interacting with peers and adults</li> <li>• Use materials purposely, safely, and responsibly</li> <li>• Utilize good decision-making skills to maintain the safety of self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the teacher or peers for assistance or information</li> <li>• Demonstrate progress in expressing needs, wants, and feelings</li> <li>• Develop and sustain positive relationships with peers</li> <li>• Use communication skills to initiate or join classroom activities</li> <li>• Share materials and experiences</li> <li>• Take turns in games and activities</li> <li>• Imitate typical actions associated with roles</li> <li>• Work collaboratively in structured and unstructured activities</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to questions</li> <li>• Help others when asked</li> <li>• Follow directions</li> <li>• Use and accept negotiation, compromise, and discussion to resolve conflict</li> <li>• Show empathy for others</li> <li>• Accept guidance from a variety of familiar adults</li> </ul>

### Kindergarten-Second Grade Standards

Through a developmentally appropriate, integrated approach, K-2 learners will have regular opportunities to engage in experiences that promote positive social and communication skills. They will learn to distinguish themselves from others, to understand others' needs and wants, and to realize that rules, routines, and boundaries help create an environment that is safe and equitable.

<b>Personal and Social Development</b>	
<b>Respect Yourself and Others</b>	
DSS.K-2.1	<i>Understand Self and Others</i> <ul style="list-style-type: none"> <li>• Relate self to others.</li> <li>• Develop positive relationships with other children and adults.</li> </ul>
DSS.K-2.2	<i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> <li>• Use appropriate communication skills to initiate or join classroom activities.</li> <li>• Begin to use and accept negotiation, compromise, and discussion to resolve conflicts.</li> </ul>
DSS.K-2.3	<i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> <li>• Show respect and caring behavior toward others.</li> </ul>
<b>Goal Setting and Attainment</b>	
DSS.K-2.4	<i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> <li>• Set goals, develop a plan, and follow it through to completion.</li> </ul>
<b>Safety and Survival Skills</b>	
DSS.K-2.5	<i>Protect Emotional and Physical Safety</i> <ul style="list-style-type: none"> <li>• Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety.</li> <li>• Express needs, wants, and feelings appropriately.</li> <li>• Demonstrate appropriate use of 911 and knowledge of parents'/guardians' names, phone number, and address.</li> </ul>

<b>Academic and Learning Development</b>	
<b>Self-Directed Learning</b>	
DSS.K-2.6	<i>Develop Academic Motivation</i> <ul style="list-style-type: none"> <li>• Identify personal skills, interest, and accomplishments.</li> <li>• Participate in a variety of classroom experiences and tasks.</li> <li>• Approach tasks and activities with flexibility, imagination, and inventiveness.</li> <li>• Demonstrate growing confidence in a range of abilities and express pride in accomplishments.</li> <li>• Demonstrate the ability to manage and adapt to changing situations and responsibilities</li> </ul>
DSS.K-2.7	<i>Develop Learning Skills</i> <ul style="list-style-type: none"> <li>• Engage in cooperative group play.</li> <li>• Maintain increasing amounts of concentration over a reasonable amount of time despite distractions and interruptions.</li> <li>• Increase capacity for independence in a range of activities, routines, and tasks.</li> </ul>
DSS.K-2.8	<i>Achieve School Success</i> <ul style="list-style-type: none"> <li>• Accept guidance and direction from a variety of familiar adults.</li> <li>• Develop increased ability to make choices from identified options.</li> </ul>
<b>Post-Secondary Preparation</b>	
DSS.K-2.9	<i>Prepare for Post-Secondary Success</i> <ul style="list-style-type: none"> <li>• Develop an appreciation for learning.</li> <li>• Develop an awareness of the roles of familiar community members and adults.</li> </ul>
DSS.K-2.10	<i>Plan to Achieve Goals</i> <ul style="list-style-type: none"> <li>• Explore the steps used in developing a plan.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make short-term and long-term plans, as appropriate.</li> <li>• Persist in activities to achieve goals.</li> </ul>
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<b>Career Development and Life Planning</b>	
Career Exploration and Planning	
DSS.K-2.11	<i>Develop Career Awareness</i> <ul style="list-style-type: none"> <li>• Identify and describe roles and relationships among community members.</li> </ul>
DSS.K-2.12	<i>Develop Career and Life Plan</i> <ul style="list-style-type: none"> <li>• Identify various careers in the community.</li> </ul>
DSS.K-2.13	<i>Careers and Life Success</i> <ul style="list-style-type: none"> <li>• Identify and begin using expected dispositions, skills, and behaviors in school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking and leadership).</li> </ul>

<b>Global Citizenship</b>	
Intercultural Perspectives	
DSS.K-2.14	<i>Acquire a Diverse and Knowledgeable World View</i> <ul style="list-style-type: none"> <li>• Understand and describe the interactive roles and relationships among family members and classroom community.</li> </ul>
DSS.K-2.15	<i>Interact Respectfully with Diverse Cultures</i> <ul style="list-style-type: none"> <li>• Identify self as a member of groups within a community.</li> <li>• Understand similarities and respect differences among people, such as gender, race, disability, culture, language, and family structure.</li> </ul>
Democratic Principles	
DSS.K-2.16	<i>Promote Social Justice</i> <ul style="list-style-type: none"> <li>• Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully.</li> </ul>
DSS.K-2.17	<i>Assume Responsible Leadership</i> <ul style="list-style-type: none"> <li>• Demonstrate an increasing ability to provide leadership during collaborative tasks.</li> </ul>
DSS.K-2.18	<i>Practice Financial Responsibility</i> <ul style="list-style-type: none"> <li>• Understand that items have value</li> </ul>

**3-5 Dispositions**

In a developmentally appropriate fashion:

- increase interpersonal and social skills.
- refine learning, study, and work habits.
- consider career and life goals.
- adopt practices that support global citizenship.

**Individual Dispositions**

- Complete work on time
- Internalize class routines
- Maintain healthy habits
- Respect others' physical person and space
- Express confidence and positive self-esteem
- Maintain appropriate focus
- Respect the property of others
- Assist in development of classroom rules/norms
- Make wise behavior choices

**Initiative Interaction**

- Participate appropriately during classroom discussion
- Express emotions in socially acceptable ways
- Ask peers or adults for assistance as needed
- Engage in appropriate conversations with peers and adults
- Treat others with respect and courtesy
- Use verbal, written, and electronic communication appropriately
- Engage respectfully with persons of different individual, social, and cultural norms
- Consider consequences before taking action
- Set personal and academic goals.

**Responsive Interaction**

- Participate in group activities
- Help peers when asked
- Respect the ideas of others
- Interact appropriately with peers and adults
- Express empathy and sympathy
- Follow directions
- Accept responsibility for behaviors
- Participate in school-wide and community service projects
- Choose appropriate responses when confronted with various options

**Third Grade-Fifth Grade Standards**

Through a developmentally appropriate, integrated approach, students in the later elementary years will continue to engage in experiences that promote positive social and communication skills. They will develop awareness of how words, actions, and behaviors affect others, learn to be responsible for their actions both socially and academically, and increase their understanding of the world around them through cultural interaction, exposure to career and professional opportunities, and the investigation of local, national, and international events.

<b>Personal and Social Development</b>	
<b>Respect Yourself and Others</b>	
DSS.3-5.1	<i>Understand Self and Others</i> <ul style="list-style-type: none"> <li>• Demonstrate an awareness as to how their words impact others.</li> <li>• Develop positive relationships with peers, other children and adults.</li> </ul>
DSS.3-5.2	<i>Maintain Positive Relationships</i> <ul style="list-style-type: none"> <li>• Show respectful and caring behavior toward others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use appropriate communication skills to initiate and join activities and complete varied learning tasks.</li> </ul>
DSS.3-5.3	<i>Exhibit Respectful Behavior</i> <ul style="list-style-type: none"> <li>• Use and accept negotiation and compromise to resolve conflicts.</li> </ul>
<b>Goal Setting and Attainment</b>	
DSS.3-5.4	<i>Decision Making and Personal Responsibility</i> <ul style="list-style-type: none"> <li>• Set goals, develop a plan, and follow it through to completion.</li> </ul>
<b>Safety and Survival Skills</b>	
DSS.3-5.5	<i>Protect Emotional and Physical Safety</i> <ul style="list-style-type: none"> <li>• Express needs, wants, and feelings appropriately.</li> <li>• Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other's property impact emotional safety.</li> <li>• Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety.</li> <li>• Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names).</li> </ul>

<b>Academic and Learning Development</b>	
<b>Self-Directed Learning</b>	
DSS.3-5.6	<i>Develop Academic Motivation</i> <ul style="list-style-type: none"> <li>• Use personal skills, interest, and accomplishments to support learning.</li> <li>• Independently and collaboratively approach tasks and activities with flexibility and creativity.</li> <li>• Use abilities and accomplishments to maximize learning opportunities.</li> </ul>
DSS.3-5.7	<i>Develop Learning Skills</i> <ul style="list-style-type: none"> <li>• Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest.</li> <li>• Explore a variety of learning opportunities within the classroom and home environment.</li> <li>• Maintain concentration over a reasonable amount of time despite distractions and interruptions.</li> <li>• Independently complete routines and learning tasks.</li> </ul>
DSS.3-5.8	<i>Achieve School Success</i> <ul style="list-style-type: none"> <li>• Accept guidance and direction from a variety of peers and adults.</li> <li>• Develop increased ability to make choices from identified options.</li> </ul>
<b>Post-Secondary Preparation</b>	
DSS.3-5.9	<i>Prepare for Post-Secondary Success</i> <ul style="list-style-type: none"> <li>• Develop an appreciation for and articulate the benefits of learning.</li> <li>• Interact with varied community members.</li> </ul>
DSS.3-5.10	<i>Plan to Achieve Goals</i> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the steps used in developing a plan.</li> <li>• Make short-term and long-term plans, as appropriate.</li> <li>• Persist in activities to achieve goals.</li> <li>• Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals.</li> </ul>

<b>Career Development and Life Planning</b>	
Career Exploration and Planning	
DSS.3-5.11	<i>Develop Career Awareness</i> <ul style="list-style-type: none"> <li>• Interact with a variety of community members.</li> <li>• Investigate career paths.</li> </ul>
DSS.3-5.12	<i>Develop Career and Life Plan</i> <ul style="list-style-type: none"> <li>• Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers.</li> </ul>
DSS.3-5.13	<i>Careers and Life Success</i> <ul style="list-style-type: none"> <li>• Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership).</li> </ul>

<b>Global Citizenship</b>	
Intercultural Perspectives	
DSS.3-5.14	<i>Acquire a Diverse and Knowledgeable World View</i> <ul style="list-style-type: none"> <li>• Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events.</li> <li>• Identify themselves as members of varied groups within the local, state, national, and international community.</li> </ul>
DSS.3-5.15	<i>Interact Respectfully with Diverse Cultures</i> <ul style="list-style-type: none"> <li>• Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure.</li> </ul>
Democratic Principles	
DSS.3-5.16	<i>Promote Social Justice</i> <ul style="list-style-type: none"> <li>• Follow rules and routines and use materials purposefully and respectfully.</li> </ul>
DSS.3-5.17	<i>Assume Responsible Leadership</i> <ul style="list-style-type: none"> <li>• Assume leadership roles in collaborative tasks within the classroom and school community.</li> </ul>
DSS.3-5.18	<i>Practice Financial Responsibility</i> <ul style="list-style-type: none"> <li>• Evaluate financial choices based on needs and wants.</li> <li>• Create a budget with income from incidental funds to save for goals.</li> </ul>