

Grades 9, 10, 11, 12

Adopted 2019

Self-Awareness K-12.A

A1. Demonstrate an awareness of personal emotions A1

- d. Identify complex emotions as an indicator of personal state of well-being A1.1.D
 - d. Analyze ways emotions impact the social environment A1.2.D
 - d. Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers A1.3.D
 - d. Analyze why current events may trigger an emotional reaction and identify ways to regulate a response A1.4.D
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A2. Demonstrate awareness of personal interests and qualities, including strengths and challenges A2

- d. Practice using personal strengths in pursuit of post-secondary goals A2.1.D
 - d. Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges A2.2.D
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A3. Demonstrate awareness of and willingness to seek help for self or others A3

- d. Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support A3.1.D
 - d. Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths A3.2.D
 - d. Access community resources and safety networks for self or others A3.3.D
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A4. Demonstrate a sense of personal responsibility, confidence and advocacy A4

- d. Demonstrate internalization of personal responsibility and being accountable as one prepares for post-secondary life A4.1.D
 - d. Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges A4.2.D
 - d. Demonstrate self-advocacy in context-specific situations A4.3.D
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Self-Management K-12.B

B1. Regulate emotions and behaviors by using thinking strategies that are consistent with brain development B1

- d. Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation B1.1.D
 - d. Evaluate how emotions expressed in different settings impact the outcome of a situation B1.2.D
 - d. Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors B1.3.D
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B2. Set, monitor, adapt and evaluate goals to achieve success in school and life B2

- d. Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success B2.1.D
 - d. Utilize school, family and community or varied resources that may assist in achieving a goal B2.2.D
 - d. Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement B2.3.D
 - d. Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed B2.4.D
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B3. Persevere through challenges and setbacks in school and life B3

- d. Demonstrate the ability to persevere through challenges for long-term rewards or success B3.1.D
 - d. Reframe a current challenge or setback, by reflecting on successes B3.2.D
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Social Awareness K-12.C

C1. Recognize, identify and empathize with the feelings and perspective of others C1

- d. Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others C1.1.D
 - d. Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ C1.2.D
 - d. Demonstrate empathy through compassion in self and encourage in others C1.3.D
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C2. Demonstrate consideration for and contribute to the well-being of the school, community and world C2

- d. Demonstrate an awareness of responsibilities as an involved citizen in a democratic society C2.1.D
- d. Engage in civic duties and opportunities within the broader community C2.2.D
- d. Implement a strategy to address a need in the broader community or world as change agents C2.3.D
- d. Evaluate the impact of personal involvement in an activity to improve school, home, community and world C2.4.D

C3. Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures C3

- d. Examine and address explicit or implicit personal biases toward an individual or group C3.1.D
- d. Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective C3.2.D
- d. Analyze how one can build community that respects all human dignity virtually and in-person C3.3.D

C4. Read social cues and respond constructively C4

- d. Evaluate how societal and cultural norms influence personal interactions C4.1.D
- d. Respond to social cues that differ depending on the societal and cultural norms of the environment C4.2.D
- d. Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions C4.3.D

Relationship Skills K-12.D

D1. Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups D1

- d. Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals D1.1.D
- d. Apply constructive feedback to strengthen connections and achieve common goals D1.2.D
- d. Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals D1.3.D

D2. Develop and maintain positive relationships D2

- d. Establish and actively participate in a healthy network of personal, school and community relationships D2.1.D
- d. Incorporate compassionate and inclusive practices in relationships D2.2.D
- d. Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships D2.3.D

D3. Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways D3

- d. Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict D3.1.D
 - d. Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety D3.2.D
 - d. Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength D3.3.D
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Responsible Decision-Making K-12.E

E1. Develop, implement and model effective decision and critical thinking skills E1

- d. Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives E1.1.D
 - d. Implement a decision-making process to solve complex situations including academic and social challenges E1.2.D
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E2. Identify potential outcomes to help make constructive decisions E2

- d. Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers E2.1.D
 - d. Independently seek reliable adult mentors in various settings E2.2.D
 - d. Integrate prior experience and knowledge of outcomes to inform future decisions E2.3.D
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E3. Consider the ethical and civic impact of decisions E3

- d. Demonstrate respect and integrity in all settings during the decision-making process E3.1.D
 - d. Engage in safe practices in my personal behavior choices and habits for self and toward others E3.2.D
 - d. Seek and engage in civic-minded activities that contribute to the larger community E3.3.D
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E4. Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable E4

- d. Actively seek out new opportunities to expand personal knowledge and experiences E4.1.D
- d. Embrace productive struggle as an opportunity for personal growth E4.2.D
- d. Anticipate and plan for transitions in post-secondary life E4.3.D