

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

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

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

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

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**
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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**
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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**
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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**
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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**
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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**