

# Grades 9-12

## Self-awareness 1

### A Demonstrate an awareness of his/her emotions. 1A

- 1 Identifies personal emotions as valid, regardless of how others expect them to feel 1A.1
  - 2 Describes the external event or thought that elicited an emotion 1A.2
  - 3 Recognizes how positive and negative expressions of emotions affect others 1A.3
  - 4 Acknowledges an emotion and determines the appropriate time and place to safely process it 1A.4
  - 5 Understands the effect of self-talk on emotions 1A.5
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### B Demonstrate an awareness of their personal qualities and interests. 1B

- 1 Accepts likes, dislikes, and personal preferences of others 1B.1
  - 2 Uses personal qualities and interests to make decisions regarding postsecondary goals 1B.2
  - 3 Utilizes interests in planning and decision making 1B.3
  - 4 Recognizes the importance of personal qualities and interests in decision-making 1B.4
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### C Demonstrate an awareness of their strengths and limitations. 1C

- 1 Is realistic about strengths and limitations related to postsecondary goals 1C.1
  - 2 Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly 1C.2
  - 3 Demonstrates confidence based on an accurate self-assessment of strengths 1C.3
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### D Demonstrate a sense of personal responsibility and advocacy. 1D

- 1 Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others 1D.1
- 2 Describes how taking personal responsibility is linked to being accountable for behavior 1D.2
- 3 Demonstrates an ability to take responsibility for one's choices 1D.3
- 4 Analyzes the level of control one has over situations in life 1D.4
- 5 Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community 1D.5

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**E Identify external and community resources and supports. 1E**

- 1 Identifies school support personnel and adult role models and knows when and how to use them 1E.1
  - 2 Identifies organizations in the community that provide opportunities to develop their interests or talents 1E.2
  - 3 Assembles/creates constructive support systems that contribute to school and life success 1E.3
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**Self-management 2****A Understand and use strategies for managing their emotions and behaviors constructively. 2A**

- 1 Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism 2A.1
  - 2 Evaluates how thoughts and emotions affect decision making and responsible behavior 2A.2
  - 3 Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors 2A.3
  - 4 Recognizes and evaluates how expressing one's emotions might affect or influence others 2A.4
  - 5 Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress 2A.5
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**B Set, monitor, adapt, and evaluate their goals to achieve success in school and life. 2B**

- 1 Identifies academic goals and self-monitoring strategies 2B.1
  - 2 Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement 2B.2
  - 3 Demonstrates an understanding that goal setting supports life-long success 2B.3
  - 4 Sets, monitors, adapts, and evaluates goals to achieve success in school and life 2B.4
  - 5 Identifies outside resources that can help in achieving one's goal 2B.5
  - 6 Incorporates personal management skills (i.e., time management, organization skills) on a daily basis 2B.6
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## Social Awareness 3

### A Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues. 3A

- 1 Considers the feelings of others 3A.1
  - 2 Identifies verbal, environmental, or situational cues that demonstrate how others feel 3A.2
  - 3 Values and learns from the perspectives of others 3A.3
  - 4 Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends) 3A.4
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### B Exhibit civic responsibility in multiple settings. 3B

- 1 Works cooperatively with others to implement a strategy to address a need in the broader community 3B.1
  - 2 Participates in activities that show they are agents for positive change within their community 3B.2
  - 3 Evaluates the impact of a school, home, or community initiative for change 3B.3
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### C Show an understanding and appreciation for individual worth and differences. 3C

- 1 Demonstrates respect for individuals 3C.1
  - 2 Participates in cultural activities and reflect on his/her experience 3C.2
  - 3 Reflects on strategies to oppose stereotyping and prejudice of others 3C.3
  - 4 Demonstrates respect to traditions and/or practices 3C.4
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## Relationship Skills 4

### A Use positive communication and social skills to interact effectively with others. 4A

- 1 Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward 4A.1
- 2 Offers and accepts constructive feedback in order to help others and improve self 4A.2
- 3 Strives to maintain an objective, nonjudgmental tone during disagreements 4A.3
- 4 Uses assertive communication to have needs met without negatively impacting others 4A.4
- 5 Empowers, encourages, and affirms themselves and others through their interactions 4A.5
- 6 Practices strategies to use appropriately and constructively in social and other media 4A.6

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**B Develop and maintain positive relationships.** 4B

- 1 Practices strategies for maintaining positive relationships such as: 4B.1
  - 1 pursuing shared interests and activities, 4B.1.1
  - 2 spending time together, 4B.1.2
  - 3 giving and receiving help, and 4B.1.3
  - 4 practicing forgiveness 4B.1.4
- 2 Defines social media and social networking and describes its impact on one's life, reputation, and relationships 4B.2
- 3 Actively participates in a healthy support network of valued relationships 4B.3
- 4 Independently seeks out mentors who support personal development and 4B.4
- 5 future goals 4B.5
- 6 Develops understanding of relationships within the context of networking for college and career interests 4B.6

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**C Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.** 4C

- 1 Uses listening and speaking skills that help in preventing and resolving conflicts 4C.1
- 2 Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety 4C.2
- 3 Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations 4C.3
- 4 Demonstrates an ability to co-exist in civility in the face of unresolved conflict 4C.4
- 5 Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts 4C.5
- 6 Develops understanding of relationships within the context of networking for college and career interests 4C.6

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**Responsible Decision-making** 5**A Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.** 5A

- 1 Demonstrates the ability to consider personal factors during the decision-making process 5A.1
- 2 Reflects on lessons learned from experiences 5A.2
- 3 Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making 5A.3

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**B Develop, implement, and model effective decision-making skills to deal responsibility with academic and social situations. 5B**

- 1 Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices 5B.1
- 2 Considers ethical, safety, and societal factors and consequences when making decisions 5B.2
- 3 Understands how decision made now can impact long- and short-term goals 5B.3
- 4 Considers feedback from others on decision-making process and incorporates if applicable 5B.4
- 5 Evaluates decisions and processes and modifies if necessary 5B.5