

## MIDDLE SCHOOL

### SELF-AWARENESS

Learning Standards	Indicators
<b>1A.</b> I can show I understand my emotions.	<ul style="list-style-type: none"><li>• I can recognize and label an even greater range of emotions, as my vocabulary grows.</li><li>• I begin to recognize events and situations that will cause certain reactions in me.</li></ul>
<b>1B.</b> I can identify when help is needed and who can provide it.	<ul style="list-style-type: none"><li>• I know when I need support or help in different situations or with personal problems.</li><li>• I can recognize peers, adults, organizations, and activities that can help me in a positive way.</li><li>• I know how and when to reach out to my supports (peers, adults, organizations).</li></ul>
<b>1C.</b> I can show (demonstrate) that I am aware of my own personal rights and responsibilities.	<ul style="list-style-type: none"><li>• I can analyze the short and long term outcomes of safe, risky, and harmful behaviors.</li><li>• I can define and accept responsibility for outcomes due to my safe, risky, or harmful behaviors.</li><li>• I can identify my rights in various areas of my life-school, home, and community.</li></ul>
<b>1D.</b> I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.	<ul style="list-style-type: none"><li>• I have a greater understanding of how personal qualities and temperaments impact choices and outcomes.</li><li>• I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.</li><li>• I am beginning to identify and explore career areas that match my personal skills and interests.</li><li>• I am beginning to think about and develop a post-secondary plan.</li></ul>
<b>1E.</b> I try to understand and identify my own prejudices and biases.	<ul style="list-style-type: none"><li>• I can recognize and describe how my life experiences can create personal biases.</li><li>• I am beginning to describe how my biases may influence my choices.</li></ul>

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### SELF-MANAGEMENT

Learning Standards	Indicators
<b>2A.</b> I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways.	<ul style="list-style-type: none"><li>• I can reflect and use strategies to change my mood or feelings (positive self-talk) independently or with the assistance of others.</li><li>• I have and use strategies to control my words when I am upset.</li><li>• I can understand and describe how different emotions affect me physically.</li></ul>
<b>2B.</b> I manage and use my materials, space, time and responsibilities effectively in the best way.	<ul style="list-style-type: none"><li>• I can keep track of time and materials, agenda, personal items.</li><li>• I can break down large tasks into smaller steps and schedule time appropriately.</li><li>• With adult help, I am beginning to manage my finances, income, expenses, purchases and savings.</li></ul>
<b>2C.</b> I have and use the skills needed to develop, evaluate, modify and achieve goals.	<ul style="list-style-type: none"><li>• I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.</li><li>• I can begin to consider long-term goals to careers and education after high school.</li></ul>
<b>2D.</b> I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.	<ul style="list-style-type: none"><li>• I recognize that achieving some goals may be difficult. I try to find ways to solve problems when they arise in order to achieve my goals.</li></ul>

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### SOCIAL AWARENESS

Learning Standards	Indicators
<b>3A.</b> I can read social cues and respond appropriately.	<ul style="list-style-type: none"><li>• I can analyze how one person's behavior may affect another, including consideration of those from diverse backgrounds and cultures.</li><li>• With some guidance, I can explain how my behavior may affect another person's behavior feelings and responses, and identify any changes needed.</li></ul>
<b>3B.</b> I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities.	<ul style="list-style-type: none"><li>• I can define prejudice, discrimination and stereotyping.</li><li>• I can explain how individual social, and cultural similarities and differences can help build a positive community.</li><li>• I can explain how individuals from various backgrounds are more vulnerable to stereotyping and explain ways to address this.</li></ul>
<b>3C.</b> I show empathy for other people's emotions and perspectives.	<ul style="list-style-type: none"><li>• I can ask questions when others speak to clarify when others speak to clarify how they are feeling.</li><li>• I am beginning to recognize and respect that social cues and expectations may be different among various groups.</li><li>• I can provide support and encouragement when others are in need.</li></ul>
<b>3D.</b> I recognize and respect leadership capacity abilities in myself and others	<ul style="list-style-type: none"><li>• I can identify skills needed for positive leadership.</li><li>• I can be a contributing member of a group.</li><li>• I can demonstrate skills needed for positive leadership.</li></ul>
<b>3E.</b> I contribute productively to my school, family, workplace, and community	<ul style="list-style-type: none"><li>• I can identify a school community or global need and generate possible solutions.</li><li>• I am part of a school or community service group.</li></ul>

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### RELATIONSHIP SKILLS

Learning Standards	Indicators
<b>4A.</b> I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.	<ul style="list-style-type: none"><li>• I can demonstrate proper etiquette when communicating electronically.</li><li>• I can demonstrate cooperation and teamwork in a group to achieve goals.</li><li>• I can evaluate my contributions to a group.</li><li>• I can demonstrate culturally appropriate responses to social situations at home, school, and in the community.</li><li>• I can differentiate among passive, assertive, and aggressive communication with culturally and linguistically diverse differences in communication.</li></ul>
<b>4B.</b> I use appropriate communication strategies and interpersonal skills to maintain relationships with others.	<ul style="list-style-type: none"><li>• I am or can be involved in positive activities with my peer group.</li><li>• I can demonstrate the ability to be true to personal values when choosing friendships.</li><li>• I can maintain positive relationships with adults.</li></ul>
<b>4C.</b> I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.	<ul style="list-style-type: none"><li>• I can evaluate strategies for preventing and resolving interpersonal problems.</li><li>• I can begin to identify solutions so all parties in conflict might have their needs met (compromise).</li><li>• I can identify healthy and unhealthy peer pressure.</li><li>• I can identify, evaluate, and use strategies to resist unhealthy peer pressure</li></ul>
<b>4D.</b> I can recognize when others need help and demonstrate the ability to provide or seek assistance.	<ul style="list-style-type: none"><li>• I can identify and contact a wider network of positive supports and resources and encourage others to access them when needed.</li><li>• I can recognize when others are in unhealthy relationships or unsafe situations and can provide or seek help.</li></ul>

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### RESPONSIBLE DECISION MAKING

Learning Standards	Indicators
<b>5A.</b> <b>I can apply problem-solving skills to engage responsibility in a variety of situations.</b>	<ul style="list-style-type: none"> <li>• I can describe different kinds of problems and the underlying reasons for them.</li> <li>• I can generate several possible solutions to problems.</li> <li>• I can discuss the feasibility and possible outcomes of each solution.</li> </ul>
<b>5B.</b> <b>I can use and adapt appropriate tools and strategies to solve problems.</b>	<ul style="list-style-type: none"> <li>• I can assess the most appropriateness of different problem-solving tools and strategies.</li> <li>• I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.</li> </ul>
<b>5C.</b> <b>I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.</b>	<ul style="list-style-type: none"> <li>• I recognize and anticipate short – and long-term consequences of decisions.</li> <li>• I make positive choices after weighing short – and long-term consequences.</li> <li>• I can acknowledge the impact of my choices.</li> </ul>
<b>5D.</b> <b>I consider ethical, safety, societal factors when making choices and decisions.</b>	<ul style="list-style-type: none"> <li>• I identify and consider the ethical impact of my decisions.</li> <li>• I can assess how choices impact the short-and-long term health and safety of myself and others.</li> <li>• I can evaluate the impact of decisions on my community.</li> </ul>
<b>5E.</b> <b>I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.</b>	<ul style="list-style-type: none"> <li>• I can recognize and analyze how positive and negative messages from the media, peers, and authority figures influence personal opinions, choices and behaviors of myself and others.</li> <li>• I am beginning to evaluate messages and sources to determine what is true.</li> <li>• I consider the positive and negative messages of others when I make a decision.</li> <li>• I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity).</li> <li>• I can evaluate possible choices of a bystander witnessing bullying or harassment.</li> </ul>