<table>
<thead>
<tr>
<th>Learning Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A.</strong> I can show I understand my emotions.</td>
<td>• I can label emotions with more detail as my vocabulary expands.</td>
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<tr>
<td></td>
<td>• I can identify my areas of strengths and weaknesses and areas where I am passionate (that trigger strong emotions).</td>
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<td></td>
<td>• I have a good understanding and can begin to predict how I might react in various situations.</td>
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<td><strong>1B.</strong> I can identify when help is needed and who can provide it.</td>
<td>• I can identify allies for various situations.</td>
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<td></td>
<td>• I can identify adults or peers, in and out of school, that can be a positive support to me in various situations.</td>
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<tr>
<td></td>
<td>• I am aware of peer and community resources that can assist with various issues-(medical, ethnic, job &amp; college applications, social, housing).</td>
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<tr>
<td><strong>1C.</strong> I can show (demonstrate) that I am aware of my own personal rights and responsibilities.</td>
<td>• I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others.</td>
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<tr>
<td></td>
<td>• I can demonstrate an ability to take responsibility for my actions, words, and feelings.</td>
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<tr>
<td></td>
<td>• I can understand and demonstrate how to speak up when my rights are violated.</td>
</tr>
<tr>
<td><strong>1D.</strong> I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.</td>
<td>• I can identify areas, situations and careers where my personal traits, knowledge and skills might be an asset.</td>
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<td>• I can express positive feelings about my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.</td>
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<tr>
<td></td>
<td>• I can identify skills and pathways required to enter a particular profession and being to prepare accordingly.</td>
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<tr>
<td><strong>1E.</strong> I try to understand and identify my own prejudices and biases.</td>
<td>• I can identify and acknowledge my biases.</td>
</tr>
<tr>
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<td>• I am beginning to explain how some biases may be incorrect and there are expectations to pre-conceived ideas.</td>
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## High School

### Self-Management

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| **2A.** I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways. | • I can control my actions and words when other people or situations bother or excite me.  
• I can evaluate the role my attitude plays in success. |
| **2B.** I manage and use my materials, space, time and responsibilities effectively in the best way. | • I can prioritize tasks and the time needed for completion.  
• I can organize materials I need for daily routines and special projects.  
• I can schedule and manage my time as needed.  
• With more independence, I am managing my finances, income, expenses, purchases and savings. |
| **2C.** I have and use the skills needed to develop, evaluate, modify and achieve goals. | • I can refine my short and long-term goals (work, educations, financial, personal).  
• I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals. |
| **2D.** I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise. | • I can demonstrate determination to meet goals important to me.  
When I cannot solve a problem, I continue to look for other solutions and help from outside resources.  
• When I experience a setback, I can re-evaluate my goals and/or set a new goal to overcome the obstacle. |
### HIGH SCHOOL

**SOCIAL AWARENESS**

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| **3A.** I can read social cues and respond appropriately. | • I can identify verbal, physical and situational cues that indicate how others, including those from diverse backgrounds and cultures, may feel.  
• I can use my conversational skills (e.g. asking questions, reflective listening) to identify another person’s feelings and perspective. |
| **3B.** I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities. | • I can evaluate strategies for being respectful of others and opposing stereotyping and prejudice.  
• I have awareness and respect for cultural differences when I am in various settings.  
• I understand the many varied components of culture (e.g. SEE TBD DEFINITION). |
| **3C.** I show empathy for other people’s emotions and perspectives. | • I can read social cues and demonstrate ways to express understanding of others’ opinions, even if they are different than mine.  
• I can differentiate between factual and emotional content of what a person says. |
| **3D.** I recognize and respect leadership capacity abilities in myself and others. | • I recognize and respond cooperatively to leadership in others.  
• I can describe my skills to lead a group to accomplish a task or goal. |
| **3E.** I contribute productively to my school, family, workplace, and community. | • I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact.  
• I can explain civic participation and its impact (voting, etc.). |
## HIGH SCHOOL
### RELATIONSHIP SKILLS

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| **4A.** I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities. | • I can offer and accept constructive criticism.  
• I can advocate for myself and express myself in an assertive style.  
• I can evaluate culturally and linguistically diverse verbal and non-verbal cues and respond appropriately.  
• I am aware of and can use various communication strategies (e.g. I Statements, Reflective listening). |
| **4B.** I use appropriate communication strategies and interpersonal skills to maintain relationships with others. | • I understand and practices strategies for maintaining positive relationships (e.g. pursuing shared interests and activities, spending time together, practicing forgiveness, empathy).  
• I understand the value and role of mentors.  
• I understand workplace relationships and show respect for colleagues.  
• I can advocate for myself in various situations-socially, at school and work.  
• I can resist negative peer pressure and make my own choices to lead to positive outcomes. |
| **4C.** I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts. | • I understand and practice active listening, “I statements” and other communication strategies to help resolve conflicts.  
• I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.  
• I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.  
• I access resources, as needed, to resolve conflicts and assist in problem-solving (network of peers, adults, mediators, counselors).  
• I can understand and explain how a person’s background and experiences may impact their perspective in a conflict. |
| **4D.** I can recognize when others need help and demonstrate the ability to provide or seek assistance. | • I volunteer to provide help to others.  
• I can begin to predict when others might need help.  
• I can participate in group activities that work to promote a cause that help others.  
• I use my active listening skills to identify when my peers may need assistance in various situations and relationships. |
### RESPONSIBLE DECISION MAKING

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| **5A.** I can apply problem-solving skills to engage responsibility in a variety of situations. | - I can identify accurately key components of a wide variety of problems.  
- I can generate multiple possible solutions to problems.  
- I can analyze the relative appropriateness of each solution.  |
| **5B.** I can use and adapt appropriate tools and strategies to solve problems.     | - I regularly apply appropriate problem-solving tools and strategies.  
- I reflect on lessons learned from past problems and identify ways to improve problem-solving strategies.  |
| **5C.** I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately. | - I understand how decision-making impacts my future and affects my interpersonal relationships.  
- I can apply effective decision-making skills to make healthy choices and to foster positive relationships.  
- I take responsibility for my choices and assess lessons learned.  |
| **5D.** I consider ethical, safety, societal factors when making choices and decisions. | - I can analyze the ethical implications of my decisions.  
- I can assess how choices impact the health and safety of myself and others.  
- I routinely evaluate how decision-making effects interpersonal and group relationships.  |
| **5E.** I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making. | - I can discriminate between real and fake news and portions of each in messages from a variety of external sources (e.g. media, peers adults).  
- I can gather information from a variety of sources to develop personal opinions, make decisions and anticipate consequences.  
- I apply decision-making skills that foster responsible social and work relations.  
- I am demonstrating a responsible work ethic.  
- I can analyze and demonstrate the ability to speak up with courage and respect when I or someone else has been wronged.  |