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| **1A. I can show I understand my emotions.**                                       | • I can recognize and label an even greater range of emotions, as my vocabulary grows.  
• I begin to recognize events and situations that will cause certain reactions in me. |
| **1B. I can identify when help is needed and who can provide it.**                  | • I know when I need support or help in different situations or with personal problems.  
• I can recognize peers, adults, organizations, and activities that can help me in a positive way.  
• I know how and when to reach out to my supports (peers, adults, organizations). |
| **1C. I can show (demonstrate) that I am aware of my own personal rights and responsibilities.** | • I can analyze the short and long term outcomes of safe, risky, and harmful behaviors.  
• I can define and accept responsibility for outcomes due to my safe, risky, or harmful behaviors.  
• I can identify my rights in various areas of my life-school, home, and community. |
| **1D. I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.** | • I have a greater understanding of how personal qualities and temperaments impact choices and outcomes.  
• I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.  
• I am beginning to identify and explore career areas that match my personal skills and interests.  
• I am beginning to think about and develop a post-secondary plan. |
| **1E. I try to understand and identify my own prejudices and biases.**               | • I can recognize and describe how my life experiences can create personal biases.  
• I am beginning to describe how my biases may influence my choices. |
### MIDDLE 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 reflect and use strategies to change my mood or feelings (positive self-talk) independently or with the assistance of others.  
- I have and use strategies to control my words when I am upset.  
- I can understand and describe how different emotions affect me physically. |
| 2B. I manage and use my materials, space, time and responsibilities effectively in the best way. | - I can keep track of time and materials, agenda, personal items.  
- I can break down large tasks into smaller steps and schedule time appropriately.  
- With adult help, I am beginning to manage my finances, income, expenses, purchases and savings. |
| 2C. I have and use the skills needed to develop, evaluate, modify and achieve goals. | - I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.  
- I can begin to consider long-term goals to careers and education after high school. |
| 2D. I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise. | - 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. |
### MIDDLE SCHOOL
#### SOCIAL AWARENESS

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| **3A.** I can read social cues and respond appropriately. | • I can analyze how one person’s behavior may affect another, including consideration of those from diverse backgrounds and cultures.  
• With some guidance, I can explain how my behavior may affect another person’s behavior feelings and responses, and identify any changes needed. |
| **3B.** I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities. | • I can define prejudice, discrimination and stereotyping.  
• I can explain how individual social, and cultural similarities and differences can help build a positive community.  
• I can explain how individuals from various backgrounds are more vulnerable to stereotyping and explain ways to address this. |
| **3C.** I show empathy for other people’s emotions and perspectives. | • I can ask questions when others speak to clarify when others speak to clarify how they are feeling.  
• I am beginning to recognize and respect that social cues and expectations may be different among various groups.  
• I can provide support and encouragement when others are in need. |
| **3D.** I recognize and respect leadership capacity abilities in myself and others | • I can identify skills needed for positive leadership.  
• I can be a contributing member of a group.  
• I can demonstrate skills needed for positive leadership. |
| **3E.** I contribute productively to my school, family, workplace, and community | • I can identify a school community or global need and generate possible solutions.  
• I am part of a school or community service group. |
# MIDDLE 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 demonstrate proper etiquette when communicating electronically.  
- I can demonstrate cooperation and teamwork in a group to achieve goals.  
- I can evaluate my contributions to a group.  
- I can demonstrate culturally appropriate responses to social situations at home, school, and in the community.  
- I can differentiate among passive, assertive, and aggressive communication with culturally and linguistically diverse differences in communication. |
| 4B. I use appropriate communication strategies and interpersonal skills to maintain relationships with others. | - I am or can be involved in positive activities with my peer group.  
- I can demonstrate the ability to be true to personal values when choosing friendships.  
- I can maintain positive relationships with adults. |
| 4C. I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts. | - I can evaluate strategies for preventing and resolving interpersonal problems.  
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).  
- I can identify healthy and unhealthy peer pressure.  
- I can identify, evaluate, and use strategies to resist unhealthy peer pressure |
| 4D. I can recognize when others need help and demonstrate the ability to provide or seek assistance. | - I can identify and contact a wider network of positive supports and resources and encourage others to access them when needed.  
- I can recognize when others are in unhealthy relationships or unsafe situations and can provide or seek help. |
## RESPONSIBLE DECISION MAKING

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<td><strong>5A.</strong> I can apply problem-solving skills to engage responsibility in a variety of situations.</td>
<td>• I can describe different kinds of problems and the underlying reasons for them.&lt;br&gt;• I can generate several possible solutions to problems.&lt;br&gt;• I can discuss the feasibility and possible outcomes of each solution.</td>
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<td><strong>5B.</strong> I can use and adapt appropriate tools and strategies to solve problems.</td>
<td>• I can assess the most appropriateness of different problem-solving tools and strategies.&lt;br&gt;• I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.</td>
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<td><strong>5C.</strong> I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.</td>
<td>• I recognize and anticipate short – and long-term consequences of decisions.&lt;br&gt;• I make positive choices after weighing short – and long-term consequences.&lt;br&gt;• I can acknowledge the impact of my choices.</td>
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<td><strong>5D.</strong> I consider ethical, safety, societal factors when making choices and decisions.</td>
<td>• I identify and consider the ethical impact of my decisions.&lt;br&gt;• I can assess how choices impact the short-and-long term health and safety of myself and others.&lt;br&gt;• I can evaluate the impact of decisions on my community.</td>
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<td><strong>5E.</strong> I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.</td>
<td>• 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.&lt;br&gt;• I am beginning to evaluate messages and sources to determine what is true.&lt;br&gt;• I consider the positive and negative messages of others when I make a decision.&lt;br&gt;• I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity).&lt;br&gt;• I can evaluate possible choices of a bystander witnessing bullying or harassment.</td>
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