

HIGH SCHOOL

SELF-AWARENESS

Learning Standards	Indicators
1A. I can show I understand my emotions.	<ul style="list-style-type: none">• I can label emotions with more detail as my vocabulary expands.• I can identify my areas of strengths and weaknesses and areas where I am passionate (that trigger strong emotions).• I have a good understanding and can begin to predict how I might react in various situations.
1B. I can identify when help is needed and who can provide it.	<ul style="list-style-type: none">• I can identify allies for various situations.• I can identify adults or peers, in and out of school, that can be a positive support to me in various situations.• I am aware of peer and community resources that can assist with various issues-(medical, ethnic, job & college applications, social, housing).
1C. I can show (demonstrate) that I am aware of my own personal rights and responsibilities.	<ul style="list-style-type: none">• I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others.• I can demonstrate an ability to take responsibility for my actions, words, and feelings.• I can understand and demonstrate how to speak up when my rights are violated.
1D. I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.	<ul style="list-style-type: none">• I can identify areas, situations and careers where my personal traits, knowledge and skills might be an asset.• I can express positive feelings about my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.• I can identify skills and pathways required to enter a particular profession and being to prepare accordingly.
1E. I try to understand and identify my own prejudices and biases.	<ul style="list-style-type: none">• I can identify and acknowledge my biases.• I am beginning to explain how some biases may be incorrect and there are expectations to pre-conceived ideas.

HIGH SCHOOL

SELF-MANAGEMENT

Learning Standards	Indicators
2A. 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">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

Learning Standards	Indicators
3A. I can read social cues and respond appropriately.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

Learning Standards	Indicators
<p>4A. I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.</p>	<ul style="list-style-type: none"> • 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).
<p>4B. I use appropriate communication strategies and interpersonal skills to maintain relationships with others.</p>	<ul style="list-style-type: none"> • 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.
<p>4C. I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.</p>	<ul style="list-style-type: none"> • 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.
<p>4D. I can recognize when others need help and demonstrate the ability to provide or seek assistance.</p>	<ul style="list-style-type: none"> • 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.

HIGH SCHOOL

RESPONSIBLE DECISION MAKING

Learning Standards	Indicators
5A. I can apply problem-solving skills to engage responsibility in a variety of situations.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.