Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can express emotions using words, signs, or other methods.

I can name emotions using words, signs, or other communication methods.

I can begin to label basic emotions I feel with increasing independence.

I can identify how I will feel in different

I can recognize and label a greater range of my emotions.

I can realistically identify and predict how I will feel in situations I will encounter 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. 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.

I am aware of possible emotional responses I may have in new or familiar situations and topics of

1B. I can identify when help is needed and who can provide it.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I seek comfort from a familiar adult when I am hurt.

I can move between dependence and independence in a way that meets my needs and is appropriate for the situation.

With encouragement from trusted adults, I can begin to identify situations and problems where I need adult help.

I know several people – at home and school that I can go to when I have a problem.

I can identify emergency situations where adult help is needed and know how to get that help.

I know when I need help to solve a problem.

I know several people, adults and peers, at school and home that I can go to for help, depending on the problem I have. 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 support me in a positive way.

I know how and when to reach out to my supports (peers, adults, organizations). 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). I can create or activate a network of supports to address problems.

I can identify and access various resource to provide help and assistance with personal problems.

I can access resources and organizations to provide help with community issues that are important to me.

1C I can show (demonstrate) that I am aware of my own personal rights and responsibilities.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can follow rules and apply them to new situations and environments (e.g. putting coat in cubby at school and on peg at home) With some reminders from adults, I can follow school and classroom rules and expectations.

I can explain and demonstrate responsible use of other people's things.

I understand and explain my rights to be safe (at school, bully-free).

I understand and explain my right for others to treat my things with respect.

I can define what it means to be respoonsible and can identify things for which I am responsible.

I do my assigned school work and chores with few reminders

I demonstrate the ability to say "No" to negative peer pressure that infringes on my rights. 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, community.

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 responsiblity for my actions, words and feelings.

I can understand and demonstrate how to speak up when my rights are violated. I exercise the rights afforded to me as a citizen.

I take ownership of personal decisions and their related consequences or

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can differentiate myself from others based on characteristics I use to describe myself, such as "shy" or "smart".

I can differentiate myself from others in terms of specific abilities (e.g. "I am a fast runner," or "I am a good climber." I can identify my likes and dislikes, needs and wants.

I can name things I do well.

I demonstrate
beginning awareness
of my identity - my
gender, race,
ethnicity, disability,
national origin,
language, as well as
community and/or
family cultural
practices.

I can describe my personal strengths - the qualities I have that make me successful in various circumstances.

I can identify and describe my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.

I can describe and prioritize personal skills and interests I want to develop. 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.

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, identity, race, ethnicity, disability, etc.

I can identify skills and pathways required to enter a particular profession and being to prepare accordingly.

I continue to explore and increase my knowledge and skills in my areas of interest.

I am comfortable in defining who I am - my culture, background, strengths, and

1E I try to understand and identify my own prejudices and biases.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can differentiate myself from others based on characteristics I use to describe myself, such as "shy" or "smart".

I can differentiate myself from others in terms of specific abilities (e.g. "I am a fast runner," or "I am a good climber.". I can identify my own likes and dislikes.

I can identify commonalities and differences between myself and others.

I am beginning to see that differences are not "bad".

I recognize that everyone, including me, has certain biases or preferences.

I can begin to identify some of my biases, preferences and favorites.

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. I can identify and acknowledge my biases.

I am beginning to explain how some biases may be incorrect and there are exceptions to pre-conceived ideas. I can identify my biases and try to reduce their influence on my

2. SELF-MANAGEMENT The ability to regulate one's emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.

when I am upset.

2A I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways Early Elementary **High School** Late Elementary Birth-5 Middle School Adult With adult assistance, I can describe constructive ways to With adult assistance, I can show calm myself in situations that I can reflect and use strategies to control over my actions, words, and might cause upsetting emotions I know and use some strategies to change my mood or feelings I can control my actions emotions in response to a situation. (e.g. being told "No", losing, calm myself when situations upset (positive self-talk) independently and words when other being left out, frustration, being or with the assistance of others. I can control strong emotions most people or situations model effective teased). of the time in an appropriate I show that I can present my own I have and use strategies to bother or excite me. manner. With prompts and reminders perspective in a constructive control my words when I am emotions, words I can evaluate the role from adults, I can pracitce and manner (Use I Messages). I can consistently stop an engaging and actions. my attitude plays in demonstrate ways to stay calm activity to transition to another less I can manage my impulses even I can understand and describe while in situations that make me desirable activity. when I am excited or angry. how different emotions affect me I can choose appropriate words

2B I manage and use my materials, space, time and responsibilities effectively in the best way.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can use materials with purpose, safety and respect. I can follow rules and take care of my property and materials.

With adult guidance, I can keep my workspace and materials organized.

I can follow routines and keep materials organized according to rules.

I understand large tasks and, with adult assistance, can break them down into smaller steps.

With adult assistance, I can manage my time to complete tasks in the time 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.

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

I can balance time and responsibilities among work, family, continuing education, and recreation.

I can prioritize my needs and wants in a fiscally and ethically responsible way.

2C I have and use the skills needed to develop, evaluate, modify and achieve goals.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I demonstrate joy in my own accomplishments.

I resist help and show a sense of competence (insisting on dressing myself, pouring my own juice).

I stay with a task until it is completed.

I can identify a simple, short-term goal.

I can identify the steps needed to accomplish a routine task or simple, short-term goal.

I can accomplish a simple, short-term goal.

With adult assistance, I can begin to break down a goal into necessary steps.

With adult assistance, I can monitor, make necessary adjustments, and complete steps according to timelines. 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 related to careers and education after high school. I can refine my short and long-term goals (work, education, financial, personal).

I can monitor my progress, identify problem areas, and make adjustements as needed to reach goals.

I can set, monitor, evaluate and adjust my short- and long-term goals for life success.

2D I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I stay with a task until it is completed.

I resist help and demonstrate a sense of competence in completing tasks.

With adult guidance and encouragement, I can continue to work on a task even when difficulty arises.

I demonstrate and express understanding that mistakes are part of learning and I can learn from my mistakes.

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.

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.

I can persevere in light of adversity and continue to achieve positive life outcomes and

I can accept the challenges attached to achieving goals that are important to me.

3. Social-Awareness – The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.

3A I can read social cues and respond appropriately. Early Elementary Late Elementary **High School** Birth-5 Middle School Adult I can identify verbal, can analyze how one person's physical and situational behavior may affect another, cues that indicate how including consideration of I can show interest in the others, including those I can identify the feelings I can use listening and feelings, preferences, and those from diverse from diverse backgrounds and perspectives of others, attention skills to identify I can differentiate between backgrounds and cultures. well-being of my caregiver and cultures, may feel. including those from diverse the factual and emotional the feelings and (other than my parent). With some guidance, I can content and meaning of backgrounds and cultures, perspectives of other I can use my explain how my behavior may I take part in longer social based on words, voice and people or characters in a what a person says. conversational skills (e.g. interactions, including turnaffect another person's non-verbal cues. book or story. asking questions, reflective taking behavior feelings and listening) to identify responses, and identify any another person's feelings changes needed. and perspective.

3B I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, languages, and identities.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can show consideraton for and cooperation with other children. I can describe the ways that people are similar and different.

I can name positive human qualities in others that cross all cultures and groups. I can recognize that people from different cultual and social groups have many things in common.

I recognize that people from different cultural and social groups have different experiences and histories.

I can identify contributions of various social and cultural groups. 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. 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).

I demonstrate genuine respect for diversity. I view diversity as an

Definition of *empathy*

3C I show empathy for other people's emotions and perspectives.

1: the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner also: the capacity for this

the ability to understand and share the feelings of another

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.

I have a close relationship with a non-parental care giver and show interest in their feelings, preferences, and well-being.

I show consideration and cooperation with other children.

I suggest solutions to confilcts.

I can predict the causes of other children's emotions (eg she is sad because...)

I can identify emotions others may be feeling based on their words, facial expressions and body language.

I can recognize words that may hurt or help others. I can identify feelings and perspectives of others based on their words, voice and body language.

I am beginning to predict how others might feel in various situations.

I am beginning to use attentive listening skills when others speak.

I can ask questions 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.

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. I can demonstrate active listening with all members of the community and reflect back on what was said.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can suggest solutions to conflicts.

I can make decisions with other children with adult guidance and assistance.

I can demonstrate an ability to compromise in a group

I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner). I can identify areas of strength in myself and others.

I can actively participate and positively contribute to group activities led by someone else.
I can lead a group to complete a

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. I recognize and respond cooperatively to leadership in others.

I can describe my skills to lead a group to accomplish a task or goal. I support the leadership of others in actions and words.

I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.

3E I contribute productively to my school, family, workplace, and community. Birth-5 Early Elementary Late Elementary Middle School **High School** Adult I fulfill my civic and I can identify a school, I can demonstrate I volunteer at school or in the community or global need consideration of others and community in an area that I show consideration for and and generate possible I try to cooperate and makes a positive contribution I demonstrate a good cooperation with other well-being of others at my help others when I can. and can evaluate the impact. work ethic that children. contributes to the I am part of a school or I can explain civic participation

community service group.

and it's impact (voting, etc.)

workplace culture and

4. Relationship Skills – The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.

4A I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I have a close relationship with a non-parental caregiver, showing interest in their feelings, preferences and well-being.

I can participate in longer social interactions - role play, games, taking turns.

I can make decision with other children, with adult guidance and assistance.

I am considerate and cooperate with other children.

I can compromise when working or playing in a group.

I pay attention (shown by my body language, eye contact, reacting) to others when they are speaking.

I can demonstrate verbal etiquette (take turns talking, using please, thank you, excuse me). I can give and receive

I can use attentive listening skills to foster better communication with someone.

I can explain and am beginning to demonstrate cooperative behaviors in a group (listen, encourage, compromise, etc.)

I use my communication skills in a respectful way with others, including those with a different different background than mine I can demonstrate proper etiquette when communicating electronically.

I can demonstrate cooperation and teamwork in a group to acheve 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 consideration for culturally and linguistically diverse differences in communication.

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).

I can maintain an objective, nonjudgemental tone during disagreements.

I can evaluate my responses to conflict and create a plan for personal growth where needed.

4. Relationship Skills – The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.

4B I use appropriate communication strategies and interpersonal skills to maintain relationships with others.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.

I am considerate and cooperate with other children.

I can suggest solutions to conflicts.

I can compromise when working or playing in a group.

I can identify relationships I have with others.

I can describe the characteristics of a good friend.

I can describe ways to make and keep friends I can recognize the difference between positive and negative relationships.

I understand the difference between safe and risky behaviors in a relationship.

I can make and keep friends.

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.

I understand and practice 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.

I actively participate in a healthy support network of friendships and social interests

I can build and maintain relationships with people by showing empathy, interest, and respect.

I can manage my own discomfort in order to maintain difficult relationships.

4C I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

With adult assistance, I can demonstrate control over actions, words and emotions in response to a situation.

I can suggest solutions to conflicts.

I can demonstrate an ability to compromise when working or playing in a group. I can identify feelings in a conflict.

I can identify problems and conflicts commonly experienced by my peers

I can begin to identify different approaches to resolviing conflicts constructively.

I can begin to explain how my actions impact the reaction of others. I can describe the causes and consequences of conflicts.

I can distinguish between constructive and destructive ways to resolve conflicts.

I can explain and predict how my actions might impact the reaction of others.

of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.) 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, evalute, and use strategies to resist unhealthy peer pressure.

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 conficts 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.

I can demonstrate an ability to co-exist in civility in the face of unresolved conflict.

I can use prevention, managements and reolution skills to resolve interpersonal conflicts constructively on a regular basis.

I can use appropriate communication strategies when others are upset.

4D I can recognize when others need help and demonstrate the ability to provide or seek assistance.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can differentiate myself from others in terms of specific abilities.

I can make decisions with otherchildren, with adult guidance and assistance.

I can suggest solutions to conflicts.

I can recognize that others have different abilities and needs.

I can help others (peers, younger siblings).

I can recognize unsafe situations.
I can recognize when others
outside my family need help.

I recognize situations when adult help is needed.

I can offer or seek opportunities to help others.

I can offer suggestions to help others identify solutions to their problems. 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. I vounteer 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 helps others.

I use my active listening skills to identify when my peers may need assistance in various situations and relationships.

I can organize people to support a cause in which I am interested.

I regularly use active listening and communication skills to identify when a person needs help, though it may not be explicitly stated.

5. Responsible Decision-Making – The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms and to evaluate the consequences of actions ant to consider the safety and well-being of others.

5A I can apply problem-solving skills to engage responsibly in a variety of situations. Early Elementary Late Elementary **High School** Birth-5 Middle School Adult I can identify and ask I can describe different can identify accurately I can identify different systemic questions to kinds of problems and the key components of a I can differentiate between small problems and analyze any problem. I make decisions with other underlying reasons for wide variety of and large problems. understand the reason children, with adult guidance I routinely generate them. problems. and assistance. for them. multiple possible solutions I can recognize that there can be I can generate several I can generate multiple more than one solution to a I can begin to generate to problems. I can follow rules and apply possible solutions to possible solutions to problem. alternative solutions to them to new situations and problems. I consider other points of problems. environments (e.g. putting my problems. With adult assistance, I can view in analyzing the I can discuss the feasibility I can analyze the coat in a cubby at school bu generate possible solutions and I can predict possible appropriateness and and possible outcomes of relative hanging it on a peg at home). identify pros and cons. outcomes of each possible unintended each solution. appropriateness of each consequences of each

5B I can use and adapt appropriate tools and strategies to solve problems.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I make decisions with other children, with adult guidance and assistance.

I can follow rules and apply them to new situations and environments (e.g. putting my coat in a cubby at school bu hanging it on a peg at home). I can identify and apply steps of the problem-solving process (e.g., stop, think, and act).

I can identify whether my approach solved the problem.

I can identify and try different strategies to solve a problem.

I can assess the effectiveness of my solution to a problem. I can assess the most appropriateness of different problem-solving tool and strategies.

I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy. I regularly apply appropriate problemsolviing tools and strategies.

I reflect on lessons learned from past problems and identify ways to improve problem-solving strategies. I use a range of appropriate tools, strategies and resources to solve various problems.

I reflect on lessons learned from past problems and adapt or change strategies to resolve problems in the future.

5C. I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can make decisions with other children, with adult guidance and assistance.

I can demonstrate consideration for and cooperation with other children.

I can demonstrate an abilitiy to compromise when working or playing in a group. I recognize that I have choices in how to respond to situations.

I understand that choices can have positive and negative effects on myself and others.

I make choices that benefit myself and others.

I recognize when I have made a poor choice.

I recognize and anticipate short-term consequences of decisions.

I recognize that decisions made in the short-term can have lasting consequences.

I make positive choices after weighing short-term consequences.

I can evaluate the results of my decisions and admit when I have made a poor choice.

I recognize and anticipate short- and long-term consequences of decisions

I make positive choices after weighing short- and long-term consequences.

I can acknowledge the impact of my choices.

I understand how decisionmaking 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.

I can evaluate how decisionmaking impacts my future and affects interpersonal relationships.

I can consistently apply effective decision-making skills to make healthy lifelong choices and to foster positive relationships.

I accept responsibility for my choices and incorporate lessons learned into future decisions.

5D I consider ethical, safety, and societal factors when making choices and decisions.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I can make decisions with other children, with adult guidance and assistance.

I can demonstrate consideration for and cooperation with other children. I understand right and wrong and treat others fairly.

I can identify and demonstrate safe and healthy behaviors.

I can identify how my choices impact the entire group or classroom.

I identify and consider what is fair when making choices.

I make choices that promote the health and safety of myself and others.

I identify and consider what is best for the community when making choices.

I identify and consider the ethical impact of my decisions.

I can assess how choices impact the short- and long-term health and safety of myself and others.

I can evaluate the impact of decisions on my community.

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 affects interpersonal and group relationships. I consistently analyze ethical implications when making decisions. I routinely make choices that promote a safe and healthy lifestyle.

I can demonstrate an intentional decision-making process that is respectful of social and cultural norms.

5E. I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.

Birth-5 Early Elementary Late Elementary Middle School High School Adult

I make decisions with other children, with adult guidance and assistance. I recognize that messages may be delivered in different ways - from peers, teachers, family members and media.

I stand up for a friend /peer and let others know when someone is being treated unfairly.

I anticipate how peers, family members and teacher are likely to react to a choice I make. I can recognize and describe how messages from the media, my peers and authority figures can influence my thoughts, feelings and behavior.

I can stand up for myself or a peer who is being bullied.

I can identify different choices I could make in response to different messages from others. 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

I am beginning to evaluate messages and sources to determine what is

I consider the positive and negative messages of others when I make a decision.

I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity).

I can evaluate possible choices of a bystander witnessing bullying or harassment.

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. I consistently evaluate how the messages, attitudes, and behaviors from external sources (e.g. media including social media, peers, family, community, professional experts) influence personal opinions, decisions and hehaviors

I consciously consider and analyze external influences when making informed decisions that positively affect myself and others.