| I. Self-Awareness		
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."		
Core Area	Elementary School (E)	Middle School (M)	High/Senior High School (H)

Core Area	Elementary School (E)	Middle School (M)	High/Senior High School (H)
A. Emotional Awareness	1.A.E1.) Recognize and accurately label emotions/feelings, describe the situations that cause them, and understand how they are linked to behavior.	I.A.M1.) Recognize and understand which emotions are indicators of situations in need of attention. I.A.M2.) Analyze emotional states that contribute to or detract from their ability to problem solve. I.A.M3.) Explain the possible outcomes associated with the different forms of communicating emotions.	I.A.H1.) Analyze how thoughts and emotions affect decision making and responsible behavior. I.A.H2.) Distinguish between their real feelings/emotions and how others expect them to feel. I.A.H3.) Understand and incorporate self-talk and self-reflection to impact emotional responses.
B. Accurate self-perception and recognizing strengths	1.B.E1.) Describe personal traits/qualities that make them a meaningful member of their school community. 1.B.E2.) Identify, prioritize and explore opportunities to develop skills and talents.	I.B.M1.) Analyze how strengths, personal qualities and temperaments influence choices and successes. I.B.M2.) Apply self-reflection techniques to recognize their strengths, areas of growth, and potential.	I.B.H1.) Analyze how personal qualities and strengths help contribute to family and community. I.B.H1.) Recognize their personal learning styles and find ways to employ them.
C. Awareness of external supports	1.C.E1.) Identify peer, home, and school resources they can access to help solve problems. 1.C.E2.) Recognize qualities of positive role models.	I.C.M1.) Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive. I.C.M2.) Identify school support personnel and have knowledge of when and how to use them.	I.C.H1.) Activate community resources to help them achieve their goals. I.C.H2.) Access safety networks for self and others. I.C.H3.) Develop constructive support systems that contribute to school and life success.

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D. Personal Responsibility	I.D.E1.) Define what it means to be responsible and identify things for which they are responsible. I.D.E2.) Explain the benefits of being responsible and demonstrate responsible behaviors.	I.D.M1.) Identify the areas of school and life that are within their control. I.D.M2.) Analyze the short and long term outcomes of safe, risky and harmful behaviors. I.D.M3.) Define their responsibility for outcomes involved in safe, risky and harmful behaviors.	I.D.H1.) Analyze the effect that taking responsibility or not taking personal responsibility can have on themselves and others. I.D.H2.) Describe how taking personal responsibility can lead to success. I.D.H3.) Take the role of a personally responsible citizen promoting the betterment of the community.
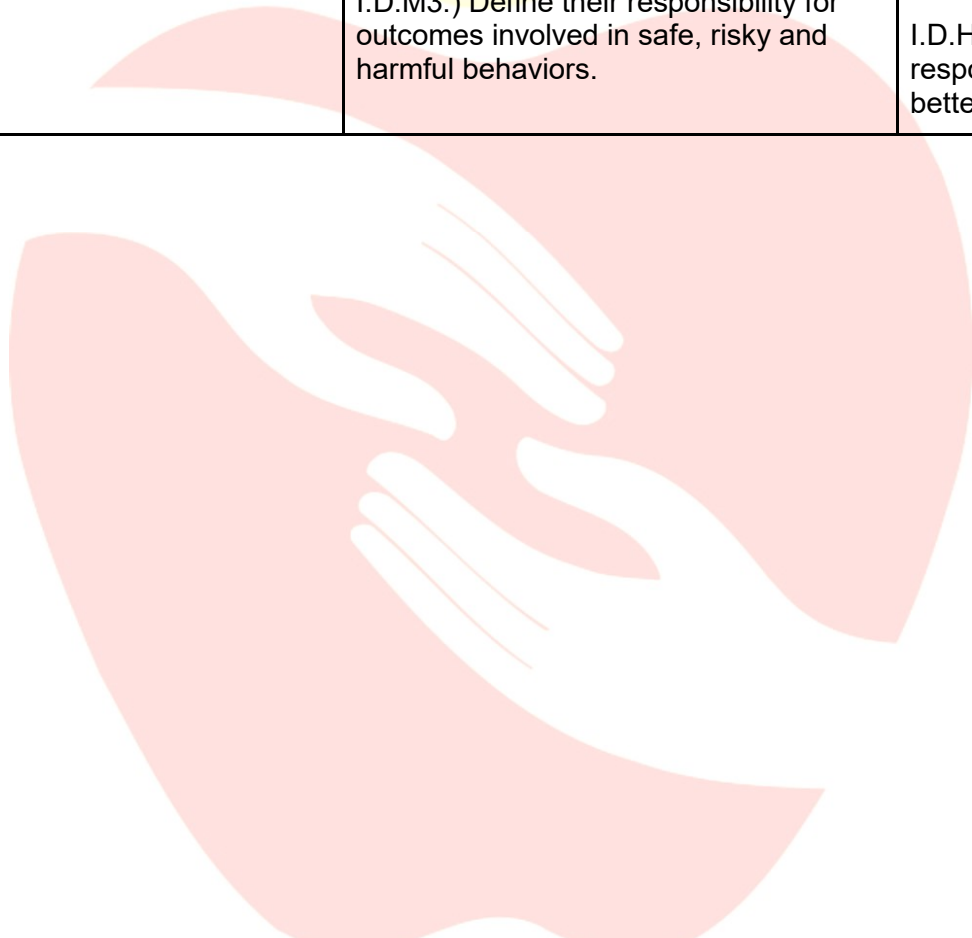
II. Self-Management		
The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.		
Core Area	**Elementary School (E)**	**Middle School (M)**	**High/Senior High School (H)**

Core Area	Elementary School (E)	Middle School (M)	High/Senior High School (H)
A. Goal Setting	II.A.E1.) Be able to identify a goal and determine difference between a long-term and short-term goal. II.A.E2.) Describe the steps in setting and working toward goal achievement. II.A.E3.) Evaluate what they might have done differently to achieve greater success on a recent goal.	II.A.M1.) Identify and apply the steps for setting achievable goals. II.A.M2.) Demonstrate resiliency when presented with challenges while working toward a goal. II.A.M3.) Develop academic and personal goals.	II.A.H1.) Monitor progress toward achieving a goal, and make adjustments in their plan as needed. II.A.H2.) Demonstrate an understanding that goal setting promotes lifelong success. II.A.H3.) Access and manage resources to achieve goals.
B. Regulating emotions	II.B.E1.) Use calming strategies to regulate emotions. II.B.E2.) Demonstrate the ability to present their own perspective. II.B.E3. Show skills in handling pressure situation.	II.B.M1.) Generate ways to develop positive attitudes. II.B.M2.) Apply strategies to manage stress and to motivate successful performance. II.B.M3.) Reflect on the possible impact (both immediate and delayed) on self and others before expressing an emotion.	II.B.H1.) Demonstrate reframing skills to promote resiliency and optimism. II.B.H2.) Utilize personal strategies to generate and maintain positive attitudes even in the face of adversity. II.B.H3.) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress. II.B.H4.) Demonstrate effective emotional management consistently.
C. Ethics and integrity	II.C.E1.) Identify reasons why integrity is a valued character trait. II.C.E2.) Identify situations that demonstrate honesty and integrity.	II.C.M1.) Identify personal behaviors, characteristics and values that support integrity. II.C.M2.) Activate personal integrity as a tool to resist negative peer pressure. II.C.M3.) Describe how integrity influences relationships.	II.C.H1.) Show authenticity in their behaviors. II.C.H2.) Evaluate relationships and correlations between words, thoughts, actions, and effect on personal reputation.

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III. Social Awareness			
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.			
Core Area	Elementary School	Middle School	High/Senior High School
A. Empathy	III.A.E1.) Use attention and listening skills to identify the feelings and perspectives of others. III.A.E2.) Define differences in perspectives and point of view. III.A.E3.) Predict how their own behavior affects the emotions of others.	III.A.M1.) Analyze ways their behavior may affect the feelings of others and identify appropriate behavioral adjustments. III.A.M2.) Demonstrate constructive ways to provide support and encouragement to others. III.A.M3.) Show respect for other people's perspectives, experiences and cultures.	III.A.H1.) Use communication skills to elicit the perspectives of others. III.A.H2.) Demonstrate ability to listen responsively to different opinion. III.A.H3.) Compare and exchange ideas and perspectives with others. III.A.H4.) Differentiate between the factual content and emotional delivery of what a person says. III.A.H5.) Value and learn from the perspectives of others.
B. Social cues	III.B.E1.) Understand and respect personal boundaries of others. III.B.E2.) Identify emotions by tone of voice, body language, and facial expressions. III.B.E3.) Develop awareness that social cues may be different among various groups.	III.B.M1.) Analyze potential responses and outcomes to various social situations (e.g. peer pressure situations, cliques, public speaking). III.B.M2.) Understand and respect personal boundaries of self and others (peers, family members, teachers).	III.B.H1.) Evaluate how societal and cultural norms and mores have an effect on personal interactions. III.B.H2.) Read and respond to social cues accurately in a variety of settings (work, school, family, friends, etc.).

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Core Area	**Elementary School (E)**	**Middle School (M)**	**High/Senior High School (H)**
C. Social responsibility	III.C.E1.) Identify and perform roles that contribute to one's school and community. III.C.E2.) Work collaboratively with peers to address a social need.	III.C.M1.) Explore a school, community or global need and generate possible solutions. III.C.M2.) Explain how one's decisions and behaviors affect the wellbeing of the school and community.	III.C.H1.) Analyze the impact of one's involvement in activity to improve one's school or community. III.C.H2.) Explore one's responsibilities as an involved citizen of a democratic society. III.C.H3.) Work cooperatively with others to implement a strategy to address a need in the broader community.
D. Appreciation for all people and cultures	III.D.E1.) Describe the ways that people are similar and different. III.D.E2.) Describe positive qualities that cross all cultures and groups. III.D.E3.) Identify similarities and differences among different social and cultural groups. III.D.E4.) Identify contributions of various social and cultural groups. III.D.E5.) Define stereotyping, discrimination, and prejudice.	III.D.M1.) Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this. III.D.M2.) Analyze how people of different groups can help one another and appreciate one another's diversity.	III.D.H1.) Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. III.D.H2.) Evaluate how advocacy for the rights of others contributes to the common good. III.D.H3.) Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in.

Note: The table header rows span the Core Area, Elementary, Middle, and High columns.

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IV. Relationship Skills			
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listens well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.			
Core Area	**Elementary School (E)**	**Middle School (M)**	**High/Senior High School (H)**
A. Positive communication and social skills	IV.A.E1.) Give and receive compliments in a genuine manner. IV.A.E2.) Use attentive listening skills to foster better communication. IV.A.E3.) Demonstrate good sportsmanship. IV.A.E4.) Demonstrate cooperative behaviors in a group. IV.A.E5.) Differentiate between passive, aggressive, and assertive responses.	IV.A.M1.) Practice reflective listening. IV.A.M2.) Identify communication skills necessary for being part of a team or community and for achieving group goals. IV.A.M3.) Demonstrate ability to perform different roles in cooperative groups. IV.A.M4.) Differentiate between passive, aggressive, and assertive responses.	IV.A.H1.) Demonstrate collaboration strategies to move group efforts forward. IV.A.H2.) Offer and accept constructive criticism in order to make improvements. IV.A.H3.) Work to maintain an objective, non-judgmental tone during disagreements. IV.A.H4.) Use communication skills to get needs met without negatively impacting others. IV.A.H5.) Empower oneself and others through encouragement and affirmation.
B. Constructive relationships	IV.B.E1.) Identify types of relationships they have with others. IV.B.E2.) Recognize the difference between positive and negative relationships. IV.B.E3.) Understand the difference between safe and harmful behaviors in a relationship.	IV.B.M1.) Analyze the potential effects and demonstrate strategies for handling peer pressure. IV.B.M2). Identify opportunities for participating in constructive activities with others. IV.B.M3.) Demonstrate ability to be true to personal values in their relationships.	IV.B.H1.) Engage in strategies for maintaining constructive relationships IV.B.H2.) Demonstrate self-advocacy skills. IV.B.H3.) Independently seek out relationships that nurture one's development and well-being. IV.B.H4.) Understand the benefits of setting boundaries for oneself and others.

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Core Area	**Elementary School (E)**	**Middle School (M)**	**High/Senior High School (H)**
C. Conflict resolution	IV.C.E1.) Show an understanding of conflict as a natural part of life. IV.C.E2.) Describe causes and effects of conflicts. IV.C.E3.) Distinguish between destructive and constructive ways of dealing with conflict. IV.C.E4.) Utilize a process for conflict resolution. IV.C.E5.) Identify a problem in a relationship and seek appropriate assistance.	IV.C.M1.) Apply conflict resolution skills to de-escalate, defuse, and resolve differences. IV.C.M2.) Identify how all parties in conflict might get their needs met (win-win). IV.C.M3.) Identify positive supports to go to in a conflict situation/crisis.	IV.C.H1.) Analyze how listening and talking accurately help in preventing and resolving conflicts. IV.C.H2.) Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. IV.C.H3.) Access conflict resolution and problem-solving resources. IV.C.H4.) Demonstrate an ability to co-exist in civility in the face of unresolved conflict. IV.C.H5.) Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. IV.C.H6.) Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts.

V. Responsible Decision Making			
The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.			
Core Area	**Elementary School (E)**	**Middle School (M)**	**High/Senior High School (H)**
A. Safety and societal factors	V.A.E1.) Identify ways to promote physical and emotional safety for oneself and others. V.A.E2.) Recognize that they have choices in how to respond to situations. V.A.E3.) Stand up for a friend / peer and let others know when a person is being treated unfairly. V.A.E4.) Identifies social norms that affect decision making. V.A.E5.) Recognizes and describes how the media can influence one's behavior.	V.A.M1.) Evaluate strategies for avoiding risky behavior. V.A.M2.) Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. V.A.M3.) Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. V.A.M4.) Describe the power of a bystander in a bullying or sexual harassment situation. V.A.M5.) Analyze the benefits of school and societal expectations.	V.A.H1.) Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making. V.A.H2.) Consider ethical, safety, and societal factors when making their decisions. V.A.H3.) Analyze own role in situations where others are threatened with either physical or emotional harm.
B. Problem solving skills in daily academic and social situations	V.B.E1.) Describe the steps of a decision-making model. V.B.E2.) Actively participate in group decision-making processes. V.B.E3.) Generate alternative solutions to problems and predict possible outcomes. V.B.E4.) Demonstrate academic behaviors and self-regulation skills such as organization, completing assignments, planning.	V.B.M1.) Analyze how decision-making skills affect study habits, academic performance and personal well-being. V.B.M2.) Identify and apply the steps of systematic decision-making.	V.B.H1.) Regularly utilizes the steps of systematic decision-making. V.B.H2.) Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices. V.B.H3.) Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. V.B.H4.) Evaluate how decision-making affects interpersonal and group relationships.

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