

Grades 6, 7, 8

Adopted 2019

Self-Awareness K-12.A

A1. Demonstrate an awareness of personal emotions A1

- c. Identify, recognize and name personal complex emotions A1.1.C
- c. Explain that emotions may vary based on the situation, including people and places A1.2.C
- c. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers A1.3.C
- c. Explain how others' responses to current events can impact emotions A1.4.C

A2. Demonstrate awareness of personal interests and qualities, including strengths and challenges A2

- c. Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals A2.1.C
- c. Investigate a potential career path that builds on personal strengths and addresses challenges A2.2.C

A3. Demonstrate awareness of and willingness to seek help for self or others A3

- c. Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally A3.1.C
- c. Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths A3.2.C
- c. Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others A3.3.C

A4. Demonstrate a sense of personal responsibility, confidence and advocacy A4

- c. Describe how personal responsibility is linked to being accountable for one's choices and behavior A4.1.C
 - c. Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk A4.2.C
 - c. Demonstrate basic self-advocacy academically and socially A4.3.C
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Self-Management K-12.B

B1. Regulate emotions and behaviors by using thinking strategies that are consistent with brain development B1

- c. Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response B1.1.C
 - c. Analyze positive and negative consequences of expressing emotions in different settings B1.2.C
 - c. Apply productive self-monitoring strategies to reframe thoughts and behaviors B1.3.C
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B2. Set, monitor, adapt and evaluate goals to achieve success in school and life B2

- c. Recognize the importance of short and long-term goals for success in school and life B2.1.C
 - c. Identify school, family and community resources that may assist in achieving a goal B2.2.C
 - c. Set a short-term school or life goal with action steps to achieve success B2.3.C
 - c. Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed B2.4.C
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B3. Persevere through challenges and setbacks in school and life B3

- c. Utilize strategies for persevering through challenges and setbacks B3.1.C
 - c. Reframe a challenge or setback into an opportunity, with assistance B3.2.C
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Social Awareness K-12.C

C1. Recognize, identify and empathize with the feelings and perspective of others C1

- c. Determine if verbal and nonverbal cues correspond to the feelings expressed by others C1.1.C
 - c. Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ C1.2.C
 - c. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective C1.3.C
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C2. Demonstrate consideration for and contribute to the well-being of the school, community and world C2

- c. Explain the importance of civic mindedness C2.1.C
- c. Pursue opportunities to contribute to school or the broader community C2.2.C
- c. Explore a school or community need and generate possible solutions C2.3.C
- c. Engage in an activity to improve school, home or community C2.4.C

C3. Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures C3

- c. Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice C3.1.C
- c. Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups C3.2.C
- c. Demonstrate respect for human dignity virtually and in-person C3.3.C

C4. Read social cues and respond constructively C4

- c. Generate positive responses to various social situations C4.1.C
- c. Recognize that social cues are based on rules and expectations and can change based upon context C4.2.C
- c. Recognize that personal and group needs can differ and identify positive actions to balance the needs of all C4.3.C

Relationship Skills K-
12.D

D1. Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups D1

- c. Demonstrate the ability to actively listen and understand multiple perspectives D1.1.C
- c. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others D1.2.C
- c. Interact on social and digital media responsibly and understand the potential impact on reputation and relationships D1.3.C

D2. Develop and maintain positive relationships D2

- c. Participate in a healthy network of personal and school relationships D2.1.C
- c. Demonstrate inclusiveness in relationship building D2.2.C
- c. Utilize strategies to manage social pressures D2.3.C

D3. Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways D3

- c. Recognize and acknowledge different perspectives of others to prevent conflict D3.1.C
 - c. Use a non-judgmental voice during conflict resolution to maintain safe relationships D3.2.C
 - c. Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed D3.3.C
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Responsible Decision-Making K-12.E

E1. Develop, implement and model effective decision and critical thinking skills E1

- c. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective E1.1.C
 - c. Gather evidence to support and solve academic and social challenges E1.2.C
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E2. Identify potential outcomes to help make constructive decisions E2

- c. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence E2.1.C
 - c. Identify reliable sources of adult help in various settings and actively seek adults for support E2.2.C
 - c. Utilize knowledge of outcomes to inform future decisions E2.3.C
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E3. Consider the ethical and civic impact of decisions E3

- c. Apply honesty, respect and compassion to the decision-making process E3.1.C
 - c. Demonstrate safe practices to guide actions for self and toward others E3.2.C
 - c. Research opportunities for participation in civic-minded activities that contribute to the larger community E3.3.C
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E4. Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable E4

- c. Engage in new opportunities to expand one's knowledge and experiences E4.1.C
- c. Recognize that new opportunities or unfamiliar situations may require productive struggle E4.2.C
- c. Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life E4.3.C