

GRADE LEVEL

Goal	Sub-Goal	Early Elementary	Late Elementary	Middle/Jr. High	Early HS	Late HS	
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.			1A.3a. Analyze factors that create stress or motivate successful performance.			
				1A.3b. Apply strategies to manage stress and to motivate successful performance.			
	B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.	
		1B.1b. Identify family, peer, school, and community strengths.		1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.		1B.5b. Evaluate how developing interests and filling useful roles support school and life success.	
	C. Demonstrate skills related to achieving personal and academic goals.		1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.	
		1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.	
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.			2C.4a. Evaluate the effects of requesting support from and providing support to others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	
		2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5b. Plan, implement, and evaluate participation in a group project.	
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.	
		2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict resolution skills and plan how to improve them.	
	Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.1b. Identify social norms and safety considerations that guide behavior.				
		B: Apply decision making skills to deal responsibly with daily academic and social situations.		3B.2a. Identify and apply the steps of systematic decision making.		3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	3B.5a. Analyze how present decision making affects college and career choices.
3B.1b. Make positive choices when interacting with classmates.			3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.		3B.4b. Apply decision-making skills to establish responsible social and work relationships.	3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.	
C. Contribute to the well-being of one's school and community.		3C.1a. Identify and perform roles that contribute to one's classroom.	3C.2a. Identify and perform roles that contribute to the school community.	3C.3a. Evaluate one's participation in efforts to address an identified school need.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	
	3C.1b. Identify and perform roles that contribute to one's family.	3C.2b. Identify and perform roles that contribute to one's local community.	3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.		

INDIVIDUAL WORK/REFLECTION



Goal	Sub-Goal	Early Elementary	Late Elementary	Middle/Jr. High	Early HS	Late HS
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.			1A.3a. Analyze factors that create stress or motivate successful performance.		
				1A.3b. Apply strategies to manage stress and to motivate successful performance.		
	B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
		1B.1b. Identify family, peer, school, and community strengths.		1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.		1B.5b. Evaluate how developing interests and filling useful roles support school and life success.
	C. Demonstrate skills related to achieving personal and academic goals.		1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement.
		1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.1b. Identify social norms and safety considerations that guide behavior.				
	B: Apply decision making skills to deal responsibly with daily academic and social situations.		3B.2a. Identify and apply the steps of systematic decision making.		3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	3B.5a. Analyze how present decision making affects college and career choices.
		3B.1b. Make positive choices when interacting with classmates.	3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.		3B.4b. Apply decision-making skills to establish responsible social and work relationships.	3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

GROUP WORK



Goal	Sub-Goal	Early Elementary	Late Elementary	Middle/Jr. High	Early HS	Late HS
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.			2C.4a. Evaluate the effects of requesting support from and providing support to others.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
		2C.1b. Demonstrate appropriate social and classroom behavior.	2C.2b. Analyze ways to work effectively in groups.	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5b. Plan, implement, and evaluate participation in a group project.
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.2a. Describe causes and consequences of conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
		2D.1b. Identify approaches to resolving conflicts constructively.	2D.2b. Apply constructive approaches in resolving conflicts.	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5b. Evaluate current conflict resolution skills and plan how to improve them.

DESIGN THINKING: DESIGN EMPATHY



Goal	Sub-Goal	Early Elementary	Late Elementary	Middle/Jr. High	Early HS	Late HS
<p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>A: Recognize the feelings and perspectives of others.</p>	<p>2A.1a. Recognize that others may experience situations differently from oneself.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p>	<p>2A.3a. Predict others' feelings and perspectives in a variety of situations.</p>	<p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p>
		<p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p>	<p>2A.2b. Describe the expressed feelings and perspectives of others.</p>		<p>2A.4b. Use conversation skills to understand others' feelings and perspectives.</p>	<p>2A.5b. Demonstrate ways to express empathy for others.</p>

PROJECT PROMPTS WHICH EMBED CHALLENGES AROUND CLASSROOM, SCHOOL, AND/OR COMMUNITY



Goal	Sub-Goal	Early Elementary	Late Elementary	Middle/Jr. High	Early HS	Late HS
<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p>C. Contribute to the well-being of one's school and community.</p>	<p>3C.1a. Identify and perform roles that contribute to one's classroom.</p>	<p>3C.2a. Identify and perform roles that contribute to the school community.</p>	<p>3C.3a. Evaluate one's participation in efforts to address an identified school need.</p>	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p>	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p>
		<p>3C.1b. Identify and perform roles that contribute to one's family.</p>	<p>3C.2b. Identify and perform roles that contribute to one's local community.</p>	<p>3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p>	<p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>