



help them achieve their goals. • Access safety networks for self and others. • Have constructive support systems in place that contribute to school and life success. • Have constructive support systems in place that contribute to school and life success. • Holp them achieve their goals. • Access safety networks for self and others. • Have constructive support systems in place that contribute to school and life success. • Students write a letter to the people in their support circle explaining how those people can and do help them. • Find and enhance a personal affinity. • Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. • Show self-esteem based on accurate assessment of self. • Describe how changing their interpretation of an event can alter how they feel about it. • Use self-reflection to make sure their emotions are in line with the truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. • Realize the level of control they have over their own lives and accept my responsibilities." • Realize the level of control they have over their own lives and act accordingly. • Take the role of a personally • Take the role of a personally • Imagine a world with no	Students demonstrate	awareness of their external suppo	orts.
help them achieve their goals. Access safety networks for self and others. Have constructive support systems in place that contribute to school and life success. Have constructive support systems in place that contribute to school and life success. "I am aware of my traits, know what I do well, and know what areas I can work on." Find and enhance a personal affinity. Indicators Find and enhance a personal affinity. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a personal area to ever letter that shares their strengths, but matches those strengths to a particular career or college. *Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a letter to the peo		Indicators	Sample Activities
Access safety networks for self and others. Have constructive support systems in place that contribute to school and life success. **I am aware of my traits, know what I areas I can work on." **I am aware of what I am aware of succept my the length of a stuation. **I am aware of what I am aware of what I am feeling." **I am aware of what I am aware of what I are sold because the interpretation of an event can alter how they feel about it. **U am aware of what I am feeling." **I am aware of what I am aware of what I are sold because the interpretation of an event can alter how they feel about it. **U as self-reflection to make sure their emotions are in line with the truth of a situation. **Acknowledge an emotion and determine the appropriate time and place to safely digest it. **I am aware of and accept my responsibilities.** **I am aware of and accept my available and accivities situations. **I am aware of and accept my available and accivities situations. **Students write a letter to the people in their support accordingly. **Students write a p	"I am aware of the	Activate community resources to	• Students do a research project about
others. Have constructive support systems in place that contribute to school and life success. Indicators Indicators Find and enhance a personal affinity. Indicators Sample Activities Students write a letter to the people in their support circle explaining how those people can and do help them. Sample Activities Students write a comparative essay at the end of a semester describing which literary character they are most like and semester of self. Students write a comparative essay at the end of a semester describing which literary character they are most like and sessessment of self. Students write a comparative essay at the end of a semester describing which literary character they are most like and sessessment of self. Students write a comparative essay at the end of a semester describing which literary character they are most like and sessessment of self. Students write a comparative essay at the end of a semester describing which literary character they are most like and self in the rend of a semester describing which literary character they are most like and self in the rend of a semester describing which literary character they are most like and self in the end of a semester describing which literary character they are most the end of a semester describing which literary character they are most like and self in the end of a semester describing which literary character they are most the end of a semester describing which literary character they are most like and self in the end of a semester describing which literary character they are most self in the end of a semester describing which literary character they are most self in the end of a semester describing which literary character they are most self in the end of a semester describing which literary character they are most self in the end of a semester describing which literary character th	supports I have	help them achieve their goals.	what community resources are
 Have constructive support systems in place that contribute to school and life success. Students write a letter to the people in their support circle explaining how those people can and do help them. Indicators Find and enhance a personal affinity. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Indicators Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students write a personal narrative shares their strengths, but matches those strengths to a particular career or college. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students desi	around me."	 Access safety networks for self and 	available and applicable in specific
in place that contribute to school and life success. in place that contribute to school and life success. in their support circle explaining how those people can and do help them. Indicators Sample Activities *I am aware of my traits, know what I do well, and know what areas I can work on." • Find and enhance a personal affinity. • Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. • Show self-esteem based on accurate assessment of self. *I am aware of what I am feeling." *I am aware of and accept my responsibilities." *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accept my responsibilities." *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accept my responsibilities. Indicators sample Activities *I am aware of and accordingly. *I ake the role of a personally responsibilities. Students write a comparative essay a the end of a semester describing which literary character they are most like. *I students write a comparative the end of a semester describing which literary character they are most like. *I students write a com		others.	situations.
tudents demonstrate awareness of their personal traits. Indicators Sample Activities Find and enhance a personal affinity. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Indicators Sample Activities Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Indicators Indicators Sample Activities Students write a personal responsibility. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Sample Activities Sample Activities Students write a comparative essay at the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a comparative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation or fell of the particular career or college.		Have constructive support systems	• Students write a letter to the people
tudents demonstrate awareness of their personal traits. Indicators Find and enhance a personal affinity. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Indicators Sample Activities Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Indicators Indicators Indicators Sample Activities Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Indicators Indicators Sample Activities Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Sample Activities Students write a comparative essay a the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a comparative essay at the end of a semester describing which literary character they are most discussing a time end of a semester describing which literary character they are most discussing a time end of a semester describing wh		in place that contribute to school	in their support circle explaining how
## Indicators Sample Activities		and life success.	those people can and do help them.
 "I am aware of my traits, know what I do well, and know what areas I can work on." I Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. "I am aware of what I am feeling." Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a propriate time and place to safely digest it. Students write a comparative essay at the end of a semester describing which literary character they are most like. Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a propriate that shares their strengths, but matches those strengths to a particular career or college. Students write a propriate that shares their strengths, but matches those strengths to a particular career or college. Students write a cower letter that shares their strengths, but matches those strengths to a particular career or college. Students write a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a cover letter that shares their strengths, but matches those strengths to a particular career o	Students demonstrate	awareness of their personal traits	5.
affinity. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Indicators Indicators Sample Activities Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Indicators Acknowledge an emotion and determine the appropriate time and place to safely digest it. Realize the level of control they have over their own lives and act accordingly. Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Students write a store discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness. Indicators Sample Activities Students design a public service announcement to inform others of a way to promote community wellness. Indicators Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal responsibility. Students write a personal resp		Indicators	Sample Activities
 well, and know what areas I can work on." identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. "I am aware of what I am feeling." Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Sample Activities Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. War am aware of and accept my responsibilities. Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Students write a stor 	"I am aware of my	Find and enhance a personal	• Students write a comparative essay a
required to enter a particular profession and begin to prepare accordingly. Show self-esteem based on accurate assessment of self. Indicators Indicators Indicators Sample Activities Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Indicators Sample Activities Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Indicators Sample Activities Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Indicators Sample Activities Students write a personal responsibility. Students design a public service announcement to inform others of a way to promote community wellness way to promote community wellness. Inagine a world with no responsibilities. Students write a store	traits, know what I do	affinity.	the end of a semester describing
profession and begin to prepare accordingly. • Show self-esteem based on accurate assessment of self. **I am aware of what I am feeling."* • Describe how changing their interpretation of an event can alter how they feel about it. • Use self-reflection to make sure their emotions are in line with the truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. **I am aware of and accept my responsibilities."* **I am aware of and accept my responsibilities." **Profession and begin to prepare accordingly. • Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college. **Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest emotions. **Students write an advice column letter giving advice on how to digest emotions. **Students write an advice column letter giving advice on how to digest emotions. **Students write an advice column letter giving advice on how to digest emotions. **Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Students write a personal narrative di	well, and know what	Identify the skills and credentials	which literary character they are mos
accordingly. Show self-esteem based on accurate assessment of self. **I am aware of what I am feeling."* Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. **I am aware of and accept my responsibilities."* **I am aware of and accept my responsibilities.** **I am aware of and accept my responsibilities.** **I ake the role of a personally responsibile citizen promoting the* **I am aware of and accept my responsibile citizen promoting the* **I ake the role of a personally responsibilities. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. **Obscuss historic events and how misinterpretation triggered a negative event. **Students write an advice column letter giving advice on how to digest emotions. **Sample Activities* **Students design a public service announcement to inform others of a way to promote community wellness under the promoting the should be accepted an according by a control they have over their own lives and act accordingly. **I am aware of and accept my responsibilities.** **I ake the role of a personally responsibilities.** **I am aware of and accept my responsibilities.** **I am aware of	areas I can work on."	required to enter a particular	like.
Show self-esteem based on accurate assessment of self. tudents demonstrate an awareness of their emotions.		profession and begin to prepare	Students create a cover letter that
#I am aware of what I am feeling." **I am aware of and accept my responsibilities." **I am aware of and accept my responsibile citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsible citizen promoting the **I am aware of and accept my responsibilities.** **I am aware of and accept my		accordingly.	shares their strengths, but matches
## I am aware of what I am feeling." Indicators		Show self-esteem based on accurate	those strengths to a particular career
#I am aware of what I am feeling." • Describe how changing their interpretation of an event can alter how they feel about it. • Use self-reflection to make sure their emotions are in line with the truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. #I am aware of and accept my responsibilities." Indicators Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest emotions. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness way to promote community wellness of a length of the promoting the Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Students write a store Imagine a world with no responsibilities. Imagine a world with more proposed and world with no respo		assessment of self.	or college.
 **I am aware of what I am feeling." Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Imagine a world with no responsibilities. Students write a stor 	Students demonstrate	an awareness of their emotions.	
interpretation of an event can alter how they feel about it. • Use self-reflection to make sure their emotions are in line with the truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. **I am aware of and accept my responsibilities." Indicators **I am aware of and accept my responsibilities." Indicators **I am aware of and accept my responsibilities." Indicators **I am aware of and accept my responsibilities." **I am aware of and accept my responsibilities." Indicators **I am aware of and accept my responsibilities." Indicators **I am aware of and accept my responsibilities." **I am aware of and accept my responsibilities." Indicators **I am aware of and acce		Indicators	Sample Activities
how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Indicators Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Take the role of a personally responsibilities. Students write a store as the completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness. Imagine a world with no responsibilities. Students write a store	"I am aware of what I	- Describe how shanging their	- Ctudonto unito o nonconol nometivo
 Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Students write an advice column letter giving advice on how to digest emotions. Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Imagine a world with no responsibilities. Students write a stor 	i uiii uwure oj wiidt i	Describe now changing their	• Students write a personal narrative
 their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Students write an advice column letter giving advice on how to digest emotions. Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Take the role of a personally responsibilities. Students write a stor 	-		
truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. • Students write an advice column letter giving advice on how to digest emotions. • Realize the level of control they have over their own lives and act accordingly. • Take the role of a personally responsibilities. Students write an advice column letter giving advice on how to digest emotions. • Students write an advice column letter giving advice on how to digest emotions. • Students design a public service announcement to inform others of a way to promote community wellness elmagine a world with no responsibilities. Students write a store	-	interpretation of an event can alter	discussing a time when they
 Acknowledge an emotion and determine the appropriate time and place to safely digest it. Students write an advice column letter giving advice on how to digest emotions. Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Acknowledge an emotion and event. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness Imagine a world with no responsibilities. Students write a store 	-	interpretation of an event can alter how they feel about it.	discussing a time when they reassessed an event and felt
determine the appropriate time and place to safely digest it. **Tudents have a sense of personal responsibility.** **I am aware of and accept my responsibilities." **Nealize the level of control they have over their own lives and act accordingly. **Take the role of a personally responsibilities.** **Ostudents write an advice column letter giving advice on how to digest emotions. **Sample Activities** **Ostudents write an advice column letter giving advice on how to digest emotions. **Sample Activities** **Ostudents write an advice column letter giving advice on how to digest emotions. **Sample Activities** **Ostudents design a public service announcement to inform others of a way to promote community wellness* **I am aware of and accept my have over their own lives and act accordingly. **Ostudents write an advice column letter giving advice on how to digest emotions.		interpretation of an event can alter how they feel about it.Use self-reflection to make sure	discussing a time when they reassessed an event and felt completely differently at the end.
place to safely digest it. letter giving advice on how to digest emotions. tudents have a sense of personal responsibility. Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsibilities. Take the role of a personally responsibilities promoting the letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness. Imagine a world with no responsibilities. Students write a store		 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how
## I am aware of and accept my responsibilities." Indicators Sample Activities	-	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative
I am aware of and accept my have over their own lives and act accordingly. **Take the role of a personally responsibilities. **I am aware of and accept my have over their own lives and act accordingly. **Take the role of a personally responsible citizen promoting the* **I am aware of and accept my have over their own lives and act accordingly. **Take the role of a personally responsibilities.** **I am aware of and accept my have over their own lives and act accordingly. **Take the role of a personally responsibilities.** **I am aware of and accept my have over their own lives and accept	-	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event.
 "I am aware of and accept my responsibilities." Take the role of a personally responsible citizen promoting the * Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the * Students design a public service announcement to inform others of a way to promote community wellness * Imagine a world with no responsibilities. Students write a store 	-	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column
 "I am aware of and accept my responsibilities." Take the role of a personally responsible citizen promoting the * Realize the level of control they have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the * Students design a public service announcement to inform others of a way to promote community wellness * Imagine a world with no responsibilities. Students write a store 	-	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negativ event. • Students write an advice column letter giving advice on how to digest
 have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the announcement to inform others of a way to promote community wellness Imagine a world with no responsibilities. Students write a store 	am feeling."	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negativ event. • Students write an advice column letter giving advice on how to digest
 have over their own lives and act accordingly. Take the role of a personally responsible citizen promoting the announcement to inform others of a way to promote community wellness Imagine a world with no responsibilities. Students write a store 	am feeling."	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negativ event. • Students write an advice column letter giving advice on how to digest emotions.
 Take the role of a personally responsible citizen promoting the Imagine a world with no responsibilities. Students write a stor 	am feeling." Students have a sense	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. of personal responsibility. Indicators	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest emotions. Sample Activities
 Take the role of a personally responsible citizen promoting the Imagine a world with no responsibilities. Students write a stor 	am feeling." Students have a sense "I am aware of and	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. of personal responsibility. Indicators Realize the level of control they 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest emotions. Sample Activities • Students design a public service
responsible citizen promoting the responsibilities. Students write a stor	am feeling." Students have a sense "I am aware of and accept my	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. of personal responsibility. Indicators Realize the level of control they have over their own lives and act 	discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest emotions. Sample Activities • Students design a public service announcement to inform others of a
	Students have a sense "I am aware of and accept my	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. of personal responsibility. Indicators Realize the level of control they have over their own lives and act accordingly. 	discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness
	am feeling." Students have a sense "I am aware of and accept my	 interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. of personal responsibility. Indicators Realize the level of control they have over their own lives and act accordingly. Take the role of a personally 	discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Students write an advice column letter giving advice on how to digest emotions. Sample Activities Students design a public service announcement to inform others of a way to promote community wellness





Students use effect	tive decision-making skills.			
	Indicators	Sample Activities		
"I can make good decisions."	Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices.	 In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. Students do a Consumer Ed. business plan and discuss the importance of decision-making in that plan. 		
Students demonstr	rate ability to manage their emotions	constructively.		
	Indicators	Sample Activities		
"I can manage my emotions in a way that is constructive and appropriate."	 Demonstrate reframing skills to promote resiliency and optimism. Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being. 	 Demonstrate in a science class or in a math problem ways to reframe the problem, and compare that to ways to reframe life problems. Read scenarios that would cause an emotional reaction. Each student writes a "Good, Bad, and Ugly" response. 		
Students demonstr	ate honesty and integrity.			
	Indicators	Sample Activities		
"I can act in an honest manner."	 Show authenticity in their behaviors. Act with a correlation between their words and their actions (walk the talk). 	 Teachers model authenticity in their behaviors. Offer real-life scenarios and ask students what they would do in those tough situations. 		
Students demonstrate ability to set and achieve goals.				
	Indicators	Sample Activities		
"I can set and achieve goals that will help me to be successful."	 Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Demonstrate an understanding that goal setting promotes life-long success. 	 Students draw a 'map' with steps to reach their post-secondary goals. For each step, write criteria to determine when they can successfully move to the next step. Discuss how professionals working within a particular subject area (mathematicians, historians, artists, etc.) use goal setting. 		



SOCIAL-AWARENESS / Late High School



Students demonstra	te an awareness of other people'	s emotions and perspectives.			
	Indicators	Sample Activities			
"I care about the feelings and viewpoints of others."	 Differentiate between the factual and emotional content of what a person says. Express empathy towards others. Value and learn from the perspectives of others. 	 Students view three different news reports and note the slants each report brings to the same story. Students get involved in a communitygiving situation where they help others. Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others. 			
Students demonstra their community.	te consideration for others and a	desire to positively contribute to			
then communicy.	Indicators	Sample Activities			
"I care about others and do my part to make my community better."	 Participate in activities that show they are agents for positive change within their community/world. Analyze their responsibilities as involved citizens of a democratic society. 	 Review a Youth Risk Behavior Study data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue. Students get involved in the Youth Vote. Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need. 			
Students demonstra differences.		s and a respect for human dignity and			
<i>"</i>	Indicators	Sample Activities			
"I care about and respect the individual differences of others."	 Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. Evaluate how advocacy for the rights of others contributes to the common good. Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary. 	 Students read current affair articles about prejudice and evaluate the response of the community –giving suggestions for improvement where appropriate. Students select a topic of interest or concern in the local community. Compare this to concerns on the national level, considering community reaction and involvement. Is there alignment locally? 			
Students can read so	Students can read social cues.				
<i>"</i>	Indicators	Sample Activities			
"I care about how I perceive others and how they perceive me."	 Recognize and respond to social cues in a manner that contributes to their life-long success. 	 Students participate in a role-play interview situation where they must respond to the social cues of the interviewer. 			





Students use positi	ve communication and social skills	to interact effectively with others.
	Indicators	Sample Activities
"I will interact well with others."	 Use assertive communication to get their needs met without negatively impacting others. Empower, encourage, and affirm themselves and others through their interactions. 	 Students write scripts that they could use in order to make a request. Then do a peer editing to evaluate effectiveness. Hold class meetings designed to build class unity and empowerment. Students write a report on the great leaders of the world and analyze their communication skills.
Students develop o	onstructive relationships.	
	Indicators	Sample Activities
"I will work on	Actively participate in a healthy	• Students draw a web of support. Next to
having	support network of valued	each person's name on the web, write
constructive	relationships.	one strategy they could use to maintain
relationships."	Independently seek out relationships	or activate that friendship or support.
	that support their development	• In groups, students write radio
	through life.	broadcasts advertising the importance of constructive relationships.
		and resolve interpersonal conflicts
in constructive way	Indicators	Sample Activities
"I will deal with interpersonal conflicts constructively."	 Demonstrate an ability to co-exist in civility in the face of unresolved conflict. Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts. 	 Play a game where the rules are unfair in some way. Discuss students' behaviors and feelings in the midst of the game. Students write their own 'self-help' manuals to show conflict resolutions skills. Include at least one true story where another response would have been more beneficial.