

Early HS (9-10)

Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. 1

A Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions. 1A

- a Experience complex thoughts and feelings with awareness of their effect on mind and body. 1A.4A
 - b Effectively express complex thoughts and emotions with trusted peers or adults. 1A.4B
-

B Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development. 1B

- a Build their self-confidence through use of positive self-talk, using affirmations, practicing gratitude, and using personal strengths to problem-solve. 1B.4A
 - b Identify positive adult role models and support systems. Analyze if and how they contribute to identity development. 1B.4B
-

C Demonstrate skills related to setting and working toward personal and academic goals. 1C

- a Develop one or more long-term goals and sequential action steps in working toward them. 1C.4A
 - b Monitor progress toward longer-term goals, identifying indicators that align with their priorities, and acknowledging barriers within and beyond their influence. 1C.4B
-

Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging. 2

A Recognize and build empathy for the feelings and perspectives of others. 2A

- a Reflect on the similarities and differences between their own perspectives and the perspectives of others, including those from different identity groups. 2A.4A
- b Use their communication skills and respectful curiosity to better understand others' feelings, perspectives, and life experiences. 2A.4B

-
- B Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc.** 2B
- a Recognize traits of a variety of cultures, including the dominant culture and their own culture, and understand how to negotiate their own identity in multiple spaces. 2B.4A
 - b Demonstrate ability to build and sustain meaningful relationships with individuals from different social and cultural groups and speak up with courage when harm has occurred. 2B.4B
 - c Reflect on the individual, cultural, and systemic impacts of stereotyping, prejudice, and microaggressions. 2B.4C
-
- C Apply a variety of communication and social skills to interact with individuals and groups across lines of difference.** 2C
- a Reflect on the ways requesting and providing support impacts a variety of relationships. 2C.4A
 - b Reflect on their roles, efforts, and experiences across lines of difference in groups. 2C.4B
-
- D Demonstrate the ability to prevent, manage, or resolve conflicts, including those that involve injustice or are related to culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc.** 2D
- a Analyze how communication strategies help to navigate conflicts. 2D.4A
 - b Apply conflict resolution skills to navigate individual and group relationships in a variety of contexts. 2D.4B
-

Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts. 3

- A Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions.** 3A
- a Demonstrate personal responsibility by making decisions that support the wellbeing of self and others. 3A.4A
 - b Evaluate how the expectations of different groups, including the expectations of those with social influence, power, and privilege, influence personal decisions and actions. 3A.4B
-
- B Apply decision making skills to influence outcomes and strengthen agency in social and academic life.** 3B
- a Generate possible solutions to challenges, anticipate potential consequences of decisions, and take intentional action toward desired outcomes. 3B.4A
 - b Apply decision making skills to establish mutually supportive interpersonal and intergroup relationships. 3B.4B

C Take action to support the wellbeing of their school and community, including taking stands against bias and injustice. 3C

- a Plan, implement, and evaluate their participation in service-learning to improve school culture and climate. 3C.4A
- b Plan, implement, and evaluate their participation in service learning to build greater social justice within their local community. 3C.4B