



EDITION ONE

NORTH DAKOTA SOCIAL  
EMOTIONAL LEARNING GOALS  
**CURRICULUM CROSSWALK**



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**HOW TO USE THIS DOCUMENT**  
**COMING SOON**



**NORTH DAKOTA SOCIAL EMOTIONAL LEARNING GOALS**  
**CURRICULUM CROSSWALK**

EDITION ONE | September 2021

GRADES K-2 OVERVIEW		Second Step	Sanford Harmony	7 Mindsets	Why Try	SHAPE America
SELF-AWARENESS	Recognize and accurately label emotions and identify situations that cause those emotions	✓	✓			✓
	Differentiate between likes and dislikes		✓			
	Accept Failure and demonstrate the ability to recover from perceived failures	✓	✓			
	Identify and seek help when appropriate	✓	✓			
SELF-MANAGEMENT	Demonstrate self-control in a variety of settings	✓	✓	✓	✓	✓
	Define stress	✓				
	Identify what it means to be responsible and list personal responsibilities	✓				
	Utilize self-talk for the purpose of self-motivation	✓	✓	✓	✓	
	Identify goals for academic success and classroom behavior	✓				
	Utilize prescribed routines to understand physical and mental organizational strategies			✓		
SOCIAL AWARENESS	Identify a trusted adult for help when needed	✓		✓	✓	
	Identify the feelings and perspectives of others	✓	✓			✓
	Recognize and acknowledge individual differences in others		✓	✓		
	Describe positive qualities in others		✓			
RELATIONSHIP SKILLS	Demonstrate verbal etiquette to foster better communication	✓	✓	✓		
	Identify opportunities for social participation at home, school, and in the community	✓	✓	✓		
	Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness		✓	✓		
	Describe approaches for making and keeping friends	✓	✓	✓	✓	
	Identify conflict in various situations	✓	✓			
RESPONSIBLE DECISION MAKING	Define a problem	✓	✓			✓
	Explain a problem solving process	✓	✓			
	Analyze potential consequences of choices	✓	✓	✓	✓	✓
	Explain the differences between safe and risky behaviors	✓				
	List age appropriate responsibilities at home and school					

GRADES 3–5 OVERVIEW		Second Step	Sanford Harmony	7 Mindsets	Sources of Strength	Why Try	SHAPE America
SELF-AWARENESS	Describe a variety of emotions, and understand how emotions are linked to behavior	✓	✓	✓	✓		✓
	Describe interests to pursue and skills to develop		✓	✓	✓	✓	
	Develop a growth mindset of rigorous situations	✓	✓	✓	✓	✓	
	Describe an activity or task in which help is needed to be successful		✓		✓		
SELF-MANAGEMENT	Apply self-monitoring strategies to regulate emotions	✓	✓	✓	✓	✓	✓
	Identify personal stressors	✓	✓		✓		✓
	Display consistent behaviors to meet personal responsibilities	✓					
	Identify internal and/or external motivating factors in a variety of situations			✓	✓	✓	
	Apply a goal setting process to work toward goal achievement	✓				✓	
	Identify strategies for planning, prioritizing, and managing time			✓			
SOCIAL AWARENESS	Demonstrate appropriate strategies to ask for help in a variety of situations	✓		✓	✓	✓	
	Describe feelings and perspectives of others	✓	✓		✓		✓
	Differentiate between static and dynamic personal characteristics and accept static characteristics	✓	✓		✓		
	Demonstrate strategies for working and playing effectively with others	✓	✓		✓		✓
RELATIONSHIP SKILLS	Demonstrate non-verbal etiquette to foster better communication	✓		✓	✓		✓
	Analyze social situations at home, school, and in the community			✓	✓		
	Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness	✓	✓	✓	✓		
	Recognize and respond to social cues in a manner that builds and maintains healthy relationships	✓	✓	✓	✓	✓	✓
	Differentiate between conflict and bullying		✓				
RESPONSIBLE DECISION MAKING	Identify problems in a variety of situations	✓	✓				
	Apply strategies to appropriately solve problems	✓	✓				
	Utilize refusal skills	✓					
	Compare and contrast the potential outcomes of engaging in safe and risky behaviors	✓	✓				
	Demonstrate personal responsibility for decisions	✓	✓	✓		✓	

GRADES 6-8 OVERVIEW		Second Step	Sanford Harmony	7 Mindsets	Sources of Strength	Why Try	SHAPE America
SELF-AWARENESS	Distinguish different levels of emotions and explain the physical reaction to various emotions.	✓	✓		✓		✓
	Identify personal strengths and the skills required to develop those strengths	✓		✓	✓	✓	
	Understand the relationship between effort, attitude, and achievement			✓	✓	✓	
	Distinguish between personal feelings and how one is expected to feel in a variety of situations				✓		
SELF-MANAGEMENT	Explain possible outcomes of expressing emotions in various ways	✓	✓	✓	✓	✓	✓
	Apply stress management strategies	✓			✓		✓
	Display endurance when facing adversity for the purpose of personal growth	✓	✓		✓	✓	
	Display indicators of a growth mindset	✓	✓	✓	✓	✓	
	Create and Monitor personal academic goals to meet identified needs	✓				✓	
	Apply strategies for planning, prioritizing, and managing time			✓			
SOCIAL AWARENESS	Identify support at home, school, and in the community	✓		✓	✓	✓	
	Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	✓	✓		✓		✓
	Analyze how people from diverse peer groups can learn from each other	✓	✓	✓	✓		✓
	Evaluate strategies for being respectful of others and opposing stereotyping and prejudice		✓	✓	✓	✓	✓
RELATIONSHIP SKILLS	Demonstrate proper etiquette when communicating electronically	✓					
	Demonstrate appropriate responses to social situations at home, school, and in the community.	✓	✓	✓	✓		✓
	Demonstrate cooperation and teamwork to promote group effectiveness	✓	✓	✓	✓	✓	✓
	Explain an approach to limit setting			✓		✓	✓
	Apply conflict resolution strategies in a variety of situations	✓	✓		✓		✓
RESPONSIBLE DECISION MAKING	Demonstrate the ability to acknowledge problems in a variety of situations.	✓	✓				✓
	Evaluate potential solutions to problems.	✓	✓	✓			
	Analyze factual information surrounding situations			✓			
	Recognize unsafe or high risk situations and utilize strategies to remove oneself	✓					✓
	Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior	✓	✓			✓	✓

GRADES 9–12 OVERVIEW		I am Resilient	7 Mindsets	Why Try
SELF-AWARENESS	Create a plan for managing a variety of emotions.	✓		
	Analyze perceived limitations and create a plan leveraging strength to address limitations.	✓	✓	✓
	Demonstrate resiliences and a positive attitude for school and life	✓	✓	✓
	Advocate for oneself by creating “I” messages to present personal perspective	✓	✓	
SELF-MANAGEMENT	Apply strategies to mitigate personal response to different levels of emotions	✓	✓	✓
	Create a long term plan for stress management throughout the lifespan			
	Consistently apply strategies for working hard in challenging settings			✓
	Apply strategies for developing and maintaining a growth mindset.	✓	✓	✓
	Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.			✓
	Create a plan for planning, prioritizing and managing time independently to maximize efficiency.		✓	
SOCIAL AWARENESS	Evaluate and utilize available resources at home, school, and in the community.		✓	✓
	Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.	✓	✓	
	Demonstrate strategies for expressing understanding towards those who hold different beliefs.			
	Evaluate how society and cultural norms, morals, and values affect personal interactions.		✓	✓
RELATIONSHIP SKILLS	Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.	✓	✓	
	Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth	✓	✓	
	Apply appropriate limit setting strategies (Acknowledge feelings, communicate the limit, target alternatives.)		✓	✓
	Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.		✓	
	Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.	✓	✓	
RESPONSIBLE DECISION MAKING	Demonstrate the ability to accurately anticipate problems in a variety of situations.			
	Create a plan to apply the most appropriate solutions to problems.			
	Differentiate between emotional response and factual information surrounding situations.	✓	✓	
	Analyze how current choices affect one’s future.		✓	✓
	Apply moral, personal, and ethical standards when making decisions.			

## SELF AWARENESS

GRADES K-2	Kindergarten	Grade 1	Grade 2
Recognize and accurately label emotions and identify situations that cause those emotions	Unit 2: Lesson 6: Feelings Unit 2: Lesson 7: More Feelings Unit 2: Lesson 8: Identify Anger Unit 3: Lesson 12: We feel feelings in our body Unit 3: Lesson 13 : Managing frustration Unit 3: Lesson 14: Calming Down Strong Feelings	Unit 2: Lesson 6: Feelings Unit 3: Lesson 12: Identifying Our Own Feelings Unit 3: Lesson 13: Strong Feelings Unit 3: Lesson 14: Calming Down Anger Unit 3: Lesson 15: Self-Talk for Calming Down	Unit 2 : Lesson 5: Identifying Feelings Unit 2: Lesson 7: Feeling Confident
Differentiate between likes and dislikes			
Accept Failure and demonstrate the ability to recover from perceived failures	Unit 3: Lesson 17: Managing Disappointment		
Identify and seek help when appropriate	Unit 1: Lesson 5: Being Assertive	Unit 1: Lesson 5: Being Assertive	Unit 1: Lesson 4: Being Assertive

GRADES 3-5	Grade 3	Grade 4	Grade 5
Describe a variety of emotions, and understand how emotions are linked to behavior	Unit 3: Lesson 11: Introducing Emotion Management Unit 3: Lesson 12: Managing Test Anxiety Unit 3: Lesson 13: Handling Accusations Unit 3: Lesson 15: Managing Anger Unit 3: Lesson 16: Managing Hurt Feelings	Unit 1: Lesson 5: Understanding Complex Feelings Unit 2: Lesson 10: Introducing Emotion Management	Unit 2: Lesson 9: Introducing Emotion Management
Describe interests to pursue and skills to develop			
Develop a growth mindset of rigorous situations	Unit 3: Lesson 14: Managing Disappointment	Unit 2: Lesson 15: Handling Put-Downs	
Describe an activity or task in which help is needed to be successful	Unit 1: Lesson 5: Being Assertive	Unit 1: Lesson 5: Being Assertive	Unit 1: Lesson 4 : Being Assertive



<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Distinguish different levels of emotions and explain the physical reaction to various emotions.	Unit 1: Lesson 2: Your Ever-Changing Brain Unit 3: Lesson 14: Recognizing Your Emotions Unit 3: Lesson 15: Emotions and Your Brain Unit 3: Lesson 16: How Emotions Affect Your Decisions	Unit 3: Lesson 14: Emotions Matter Unit 3: Lesson 15: Thoughts and Emotions Unit 3: Lesson 16: Unhelpful Thoughts Unit 3: Lesson 17: Re-framing Unhelpful Thoughts Unit 3: Lesson 19: Making Better Decisions	Unit 3: Lesson 14: Understanding Stress and Anxiety Unit 3: Lesson 14: Where Does Stress Come From?
Identify personal strengths and the skills required to develop those strengths			Unit 1: Lesson 3: My Interests and Strengths Unit 1: Lesson 4: Harnessing My Strengths Unit 1: Lesson 6: My Future Self Unit 1: Lesson 7: My Path Forward Unit 4: Lesson 20: My Values and My Relationships
Understand the relationship between effort, attitude, and achievement			
Distinguish between personal feelings and how one is expected to feel in a variety of situations			

## SELF MANAGEMENT

GRADES K-2	Kindergarten	Grade 1	Grade 2
Demonstrate self-control in a variety of settings	Unit 3: Lesson 15: Handling Waiting		Unit 3: Lesson 11: Introducing Emotion Management Unit 3: Lesson 12: Managing Embarrassment Unit 3: Lesson 13: Handling Making Mistakes Unit 3: Lesson 15: Managing Anger Unit 3: Lesson 16: Finishing Tasks
Define stress		Unit 3: Lesson 16: Managing Worry	Unit 14: Managing Anxious Feelings
Identify what it means to be responsible and list personal responsibilities		Unit 2: Lesson 10: Accidents	
Utilize self-talk for the purpose of self-motivation	Unit 1: Lesson 4: Self Talk for Staying on Task	Unit 1: Lesson 4: Self Talk for Staying on Task	Unit 1: Lesson 3: Using Self-Talk
Identify goals for academic success and classroom behavior	Unit 1: Lesson 1: Learning to Listen Unit 1: Lesson 2: Focusing Attention Unit 1: Lesson 3: Following Directions	Unit 1: Lesson 1: Listening to Learn Unit 1: Lesson 2: Focusing Attention Unit 1: Lesson 3: Following Directions	Unit 1: Lesson 2: Focusing Attention and Listening
Utilize prescribed routines to understand physical and mental organizational strategies			
GRADES 3-5	Grade 3	Grade 4	Grade 5
Apply self-monitoring strategies to regulate emotions	Unit 1: Lesson 2: Using Self-Talk	Unit 2: Lesson 14: Avoid Jumping to Conclusions Unit 2: Lesson 11: Managing Strong Feelings Unit 2: Lesson 12: Calming Down Anger	Unit 2: Lesson 10: Calming Down Unit 2: Lesson 12: Managing Frustration Unit 2: Lesson 13: Resisting Revenge Unit 2: Lesson 14: Handling Put-Downs Unit 2: Lesson 15: Avoid Assumptions
Identify personal stressors		Unit 2: Lesson 13: Managing Anxiety	Unit 2: Lesson 11: Managing Anxiety
Display consistent behaviors to meet personal responsibilities	Unit 1: Lesson 1: Being Respectful Learners	Unit 1: Lesson 1: Empathy and Respect Unit 1: Lesson 2: Listening with Attention	Unit 1: Lesson 1: Empathy and Respect Unit 1: Lesson 2: Listening with Attention
Identify internal and/or external motivating factors in a variety of situations			
Apply a goal setting process to work toward goal achievement	Unit 1: Lesson 4: Planning to Learn		
Identify strategies for planning, prioritizing, and managing time.			
Utilize prescribed routines to understand physical and mental organizational strategies			

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Explain possible outcomes of expressing emotions in various ways	Unit 3: Lesson 17: Managing Your Emotions Unit 3: Lesson 18: What Works Best for You? Unit 3: Lesson 19: Raising Awareness About Managing Emotions		
Apply stress management strategies			Unit 3: Lesson 17: Strategies for Managing Stress Unit 3: Lesson 18: Changing Strategies and Getting Help Unit 3: Lesson 19: My Stress-Management Plan
Display endurance when facing adversity for the purpose of personal growth	Unit 1: Lesson 3: How to Grow Your Brain	Unit 1: Lesson 3: Learning from Mistakes and Failures Unit 1: Lesson 4: Identifying Roadblocks Unit 18: Practicing Positive Self-Talk	Unit 3: Lesson 16: Can Stress Help You Grow?
Display indicators of a growth mindset		Unit 1: Lesson 2: Creating New Pathways in Your Brain	
Create and Monitor personal academic goals to meet identified needs	Unit 1: Lesson 4: Making Goals Specific Unit 1: Lesson 5: Monitoring Your Progress Unit 1 : Lesson 6: Bringing It All Together	Unit 1: Lesson 5: Overcoming Roadblocks 1 Unit 1: Lesson 6: Overcoming Roadblocks Unit 1: Lesson 7: Is My Plan Effective?	Unit 1: Lesson 5: Pursuing My Goals
Apply strategies for planning, prioritizing, and managing time			

## SOCIAL AWARENESS

GRADES K-2	Kindergarten	Grade 1	Grade 2
Identify a trusted adult for help when needed		Unit 3: Lesson 16: Managing Worry	
Identify the feelings and perspectives of others	Unit 2: Lesson 9: Same or Different Unit 2: Lesson 10: Accidents Unit 2: Lesson 11: Caring and Helping	Unit 2: Lesson 7: Looking for More Clues Unit 2: Lesson 8: Similarities and Differences Unit 2: Lesson 9: Feelings Change Unit 2: Lesson 11: Showing Care and Concern	Unit 2: Lesson 6: Learning More About Feelings Unit 2: Lesson 9: Respecting Different Preferences Unit 2: Lesson 9: Showing Compassion Unit 2: Lesson 10: Predicting Feelings
Recognize and acknowledge individual differences in others			
Describe positive qualities in others			

GRADES 3-5	Grade 3	Grade 4	Grade 5
Demonstrate appropriate strategies to ask for help in a variety of situations	Unit 1: Lesson 3: Being Assertive	Unit 1: Lesson 3: Being Assertive	Unit 1: Lesson 3: Being Assertive
Describe feelings and perspectives of others	Unit 2: Lesson 5 : Identify Others' Feelings Unit 2: Lesson 6 : Understanding Perspectives Unit 2: Lesson 7: Conflicting Feelings	Unit 1: Lesson 4: Respecting Similarities and Differences Unit 1: Lesson 6: Understanding Different Perspectives	Unit 1 : Lesson 4: Predicting Feelings Unit 1: Lesson 5: Taking Others' Perspectives
Differentiate between static and dynamic personal characteristics and accept static characteristics	Unit 2: Lesson 8: Accepting Differences		Unit 1: Lesson 6: Accepting Differences
Demonstrate strategies for working and playing effectively with others	Unit 2: Lesson 10: Making Friends	Unit 1: Lesson 8: Joining In Unit 1: Lesson 9: Showing Compassion	

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Identify support at home, school, and in the community	Unit 1: Lesson 1A: Starting Middle School	Unit 1: Lesson 1: Starting Middle School	Unit 1: Lesson 1: Welcome
Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	Unit 4: Lesson 22: Considering Multiple Perspectives	Unit 1: Lesson 1B: Helping New Students	
Analyze how people from diverse peer groups can learn from each other	Unit 4: Lesson 20: Personalities Can Change		Unit 4: Lesson 23: Conflicting Perspectives
Evaluate strategies for being respectful of others and opposing stereotyping and prejudice			

## RELATIONSHIP SKILLS

GRADES K-2	Kindergarten	Grade 1	Grade 2
Demonstrate verbal etiquette to foster better communication			Unit 1: Lesson 1: Being Respectful
Identify opportunities for social participation at home, school, and in the community	Unit 4: Lesson 20: Inviting to Play Unit 4: Lesson 21: Fair Ways to Play Unit 4: Lesson 22: Having Fun with Our Friends	Unit 4: Lesson 19: Fair Ways to Play Unit 4: Lesson 20: Inviting to Join In	
Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness			
Describe approaches for making and keeping friends	Unit 4: Lesson 22: Having Fun with Our Friends	Unit 2: Lesson 9: Feelings Change	
Identify conflict in various situations	Unit 3: Lesson 18: Handling Being Knocked Down Unit 4: Lesson 23: Handling Having Things Taken Away Unit 4: Lesson 24: Handling Name Calling	Unit 4: Lesson 21: Handling Name-Calling	Unit 4: Lesson 20: Responding to Playground Exclusion Unit 4: Lesson 21: Playing Fairly on the Playground

GRADES 3-5	Grade 3	Grade 4	Grade 5
Demonstrate non-verbal etiquette to foster better communication	Unit 2: Lesson 9: Showing Compassion	Unit 1: Lesson 7: Conversations and Compliments	Unit 1: Lesson 8: Responding with Compassion
Analyze social situations at home, school, and in the community			
Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness		Unit 1: Lesson 7: Conversations and Compliments	Unit 1: Lesson 7: Disagreeing Respectfully
Recognize and respond to social cues in a manner that builds and maintains healthy relationships	Unit 2: Lesson 6: Understanding Perspective	Unit 1: Lesson 4: Respecting Similarities and Differences	
Differentiate between conflict and bullying			

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Demonstrate proper etiquette when communicating electronically	Unit 2: Lesson 10: Responding to Cyberbullying		
Demonstrate appropriate responses to social situations at home, school, and in the community.	Unit 1: Lesson 1B: Helping New Students		
Demonstrate cooperation and teamwork to promote group effectiveness	Unit 4: Lesson 21: What Kind of Friend Am I?	Unit 4: Lesson 20: Why Do Conflicts Start Unit 4: Lesson 21: Owning Your Part in a Conflict.	Unit 4: Lesson 21: Healthy Relationships
Explain an approach to limit setting			
Apply conflict resolution strategies in a variety of situations	Unit 4: Lesson 23: Major and Minor Social Conflicts Unit 4: Lesson 24: Resolving Conflicts Unit 4: Lesson 25: Making Amends Unit 4: Lesson 26: My Conflict-Resolution Plan	Unit 4: Lesson 22: Keeping Calm During a Conflict. Unit 4: Lesson 23: Handling Conflict Responsibly Unit 4: Lesson 24: Barriers to Resolving Conflict. Unit 4: Lesson 25: Overcoming Barriers to Resolving Conflicts. Unit 4: Lesson 26: Acting it Out	Unit 4: Lesson 24: Managing Conflicts

## RESPONSIBLE DECISION-MAKING

<b>GRADES K-2</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Define a problem	Unit 4: Lesson 1: Problem Solving	Unit 4: Lesson 17: Solving Problems Part 1	Unit 4: Lesson 17: Solving Problems Part 1
Explain a problem solving process			Unit 4: Lesson 17: Solving Problems Part 1 Unit 4: Lesson 18: Solving Problems Part 2
Analyze potential consequences of choices		Unit 4: Lesson 18: Solving Problems Part 2	Unit 4: Lesson 18: Solving Problems Part 2
Explain the differences between safe and risky behaviors			Unit 4: Lesson 18: Solving Problems Part 2
List age appropriate responsibilities at home and school			

<b>GRADES 3-5</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Identify problems in a variety of situations	Unit 4: Lesson 17: Solving Problems Part 1	Unit 3: Lesson 16: Problem Solving Part 1	Unit 3: Lesson 16: Solving Problems Part 1
Apply strategies to appropriately solve problems	Unit 4: Lesson 18: Solving Problems Part 2 Unit 4: Lesson 19: Solving Classroom Problems Unit 4: Lesson 20: Solving Peer-Exclusion Problems	Unit 3: Lesson 17: Problem Solving Part 2 Unit 3: Lesson 18: Making a Plan Unit 3: Lesson 19: Solving Playground Problems	Unit 3: Lesson 16: Solving Problems Part 2 Unit 3: Lesson 18: Making a Plan Unit 3: Lesson 19 : Seeking Help
Utilize refusal skills	Unit 4: Lesson 21: Dealing with Negative Peer Pressure	Unit 3: Lesson 21: Dealing with Peer Pressure	Unit 3: Lesson 21: Dealing with Peer Pressure Unit 3: Lesson 20: Dealing with Gossip
Compare and contrast the potential outcomes of engaging in safe and risky behaviors	Unit 4: Lesson 18: Solving Problems Part 2 Unit 4: Lesson 21: Dealing with Negative Peer Pressure	Unit 3: Lesson 17: Problem Solving Part 2	Unit 3: Lesson 16: Solving Problems Part 2
Demonstrate personal responsibility for decisions	Unit 4: Lesson 17: Solving Problems Part 1	Unit 3: Lesson 20: Taking Responsibility for Your Actions	



<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Demonstrate the ability to acknowledge problems in a variety of situations.</b>	Unit 2: Lesson 1: Recognizing Bullying Unit 2: Lesson 2: Common Types of Bullying	Unit 2: Lesson 8: What is Harassment? Unit 2: Lesson 9: Gender-Based Harassment Unit 2: Lesson 10: What is Sexual Harassment? Unit 2: Lesson 11: The Effects of Sexual Harassment	Unit 2: Lesson 8: Understanding Bullying Unit 2: Lesson 9: Social Factors that Contribute to Bullying Unit 2: Lesson 10: Environmental Factors that Contribute to Bullying
<b>Evaluate potential solutions to problems.</b>	Unit 2: Lesson 10: Responding to Cyberbullying Unit 2: Lesson 11: How to Be an Up-stander Unit 2: Lesson 12: Standing Up and Staying Safe Unit 2: Raising Awareness About Bullying	Unit 2: Lesson 12: Your Rights and Responsibilities Unit 2: Lesson 13: Preventing Harassment	Unit 2: Lesson 11: Disrupting Factors that Contribute to Bullying 1 Unit 2: Lesson 12: Disrupting Factors that Contribute to Bullying 2 Unit 4: Lesson 25: Your Guide to Healthy Relationships
<b>Analyze factual information surrounding situations</b>			
<b>Recognize unsafe of high risk situations and utilize strategies to remove oneself</b>	Unit 2: Lesson 12: Standing Up and Staying Safe		Unit 4: Lesson 22: Unhealthy Relationships
<b>Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior</b>			Unit 2: Lesson 9: Social Factors that Contribute to Bullying Unit 2: Lesson 10: Environmental Factors that Contribute to Bullying Unit 2 : Lesson 13: Stand Up and Disrupt

## SELF AWARENESS

<b>GRADES K-2</b>	<b>PK – Kinder</b>	<b>Grade 1-2</b>
Recognize and accurately label emotions and identify situations that cause those emotions	2.1 Recognizing Feelings 2.2 Predicting Feelings 2.3 Explaining Feelings	2.1 Recognizing Feelings 2.2 Predicting and Explaining Feelings 2.3 Relating Thoughts, Feelings, and Behaviors
Differentiate between likes and dislikes	1.2 Discovering Commonalities	1.2 Discovering Commonalities
Accept Failure and demonstrate the ability to recover from perceived failures	2.7 Understanding that People Can Change	2.7 Understanding that People can Change
Identify and seek help when appropriate	3.3 Being Assertive	

<b>GRADES 3-5</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Describe a variety of emotions, and understand how emotions are linked to behavior	2.1 Thought Connection	2.1 Pop That Thought Bubble 4.2 Stop, Think, and Cool Off	2.1 Thought Bubbles 2.2 Walking in Someone Else's Shoes
Describe interests to pursue and skills to develop	2.3 Think Like a Caterpillar		
Develop a growth mindset of rigorous situations	2.3 Think Like a Caterpillar	2.1 Pop That Thought Bubble 2.3 Caterpillar Thoughts	2.1 Thought Bubbles 2.3 To Change Like a Caterpillar
Describe an activity or task in which help is needed to be successful	2.3 Think Like a Caterpillar	2.3 Caterpillar Thoughts	

GRADES 6-8	Grade 6	Grade 7	Grade 8
Distinguish different levels of emotions and explain the physical reaction to various emotions.	2.1 Thought Bubbles 2.2 Walking in Someone Else's Shoes		
Identify personal strengths and the skills required to develop those strengths			
Understand the relationship between effort, attitude, and achievement			
Distinguish between personal feelings and how one is expected to feel in a variety of situations			

## SELF-MANAGEMENT

GRADES K-2	PK – Kinder	Grade 1-2
Demonstrate self-control in a variety of settings	3.1 Listening to Others 3.2 Responding to Others 4.4 Being Considerate	4.4 Recognizing How Behaviors Affect Others
Define stress		
Identify what it means to be responsible and list personal responsibilities		
Utilize self-talk for the purpose of self-motivation		2.7 Understanding that People can Change
Identify goals for academic success and classroom behavior		
Utilize prescribed routines to understand physical and mental organizational strategies		

GRADES 3-5	Grade 3	Grade 4	Grade 5
Apply self-monitoring strategies to regulate emotions	4.2 Stop, Think, and Cool Off	4.2 Stop, Think, and Cool Off	
Identify personal stressors		2.3 Caterpillar Thoughts	
Display consistent behaviors to meet personal responsibilities			
Identify internal and/or external motivating factors in a variety of situations			
Apply a goal setting process to work toward goal achievement			
Identify strategies for planning, prioritizing, and managing time			

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Explain possible outcomes of expressing emotions in various ways	4.2 Name that Conflict Style		
Apply stress management strategies			
Display endurance when facing adversity for the purpose of personal growth	2.5 Critical Thinking in Practice		
Display indicators of a growth mindset	2.1 Thought Bubbles 2.3 To Change Like a Caterpillar		
Create and Monitor personal academic goals to meet identified needs			
Apply strategies for planning, prioritizing, and managing time			

**SOCIAL AWARENESS**

<b>GRADES K-2</b>	<b>PK – Kinder</b>	<b>Grade 1-2</b>
Identify a trusted adult for help when needed		
Identify the feelings and perspectives of others	2.1 Recognizing Feelings 2.2 Predicting Feelings 2.3 Explaining Feelings 2.4 Having Empathy	2.3 Relating Thoughts, Feelings, and Behaviors 2.4 Having Empathy
Recognize and acknowledge individual differences in others	1.2 Discovering Commonalities 1.3 Learning from Diversity 2.5 Understanding Stereotypes about People 4.4 Being Considerate	1.3 Learning from Diversity 2.5 Understanding Stereotypes about People
Describe positive qualities in others	1.3 Learning from Diversity 5.1 Caring for Others	5.1 Caring for Others

<b>GRADES 3–5</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Demonstrate appropriate strategies to ask for help in a variety of situations			
Describe feelings and perspectives of others	1.2 The Things We Have In Common 1.3 Learning Something New 2.2 Feeling Detectives	1.3 Learn Something New 2.2 Learning From Empathy 4.2 Stop, Think, and Cool Off	2.2 Walking in Someone Else's Shoes
Differentiate between static and dynamic personal characteristics and accept static characteristics	1.2 The Things We Have In Common. 5.2 Friendship Pledge	1.3 Learn Something New	1.3 Learn Something New 5.1 What Makes a Friend
Demonstrate strategies for working and playing effectively with others	1.1 Who We Are 1.4 Our Classroom Identity 5.1 What Makes A Friend? 5.3 I've Got Your Back	1.1 Who We Are 1.2 The Things We Have in Common 1.4 Classroom Identity 5.1 What Makes a Friend? 5.2 Clique Busters	1.1 Who We Are 1.2 The Things We Have in Common 3.2 The Communicator 5.2 I've Got Your Back

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Identify support at home, school, and in the community			
Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	2.2 Walking in Someone Else's Shoes		
Analyze how people from diverse peer groups can learn from each other	1.1 Who We Are 1.2 The Things We Have in Common 5.1. What Makes a Friend 5.3 Talk It Out		
Evaluate strategies for being respectful of others and opposing stereotyping and prejudice	1.3 Learn Something New 1.4 Classroom Identity 2.4 Thinking Outside the Box 5.2 I've Got Your Back		

## RELATIONSHIP SKILL

GRADES K-2	PK - Kinder	Grade 1-2
Demonstrate verbal etiquette to foster better communication	3.2 Responding to Others 3.3 Being Assertive	3.1 Listening and Responding to Others 3.2 Engaging in Conversation 3.3 Being Assertive
Identify opportunities for social participation at home, school, and in the community	1.2 Discovering Commonalities 1.4 Building Community 2.5 Understanding Stereotypes about People 4.3 Cooperating 5.2 Being Inclusive	1.4 Building Community 2.5 Understanding Stereotypes about People 2.6 Understanding Stereotypes about Objects, Activities, and Roles
Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness		5.1 Caring for Others
Describe approaches for making and keeping friends	1.1 Getting to Know One Another 1.2 Discovering Commonalities 4.3 Cooperating 5.2 Being Inclusive	1.1 Getting to Know One Another 1.2 Discovering Commonalities 4.3 Cooperating 5.2 Being Inclusive
Identify conflict in various situations	2.5 Understanding Stereotypes about People 2.6 Understanding Stereotypes about Objects, Activities, and Roles 5.3 Making Amends and Forgiving	2.6 Understanding Stereotypes about Objects, Activities, and Roles 4.3 Cooperating 5.3 Making Amends and Forgiving



<b>GRADES 3–5</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Demonstrate non-verbal etiquette to foster better communication	3.2 Communication Boosters: Listening and Supporting	3.1 Name that Communication Blooper 3.2 The Communicator	3.1 Name that Communication Blooper 3.2 The Communicator
Analyze social situations at home, school, and in the community	2.4 Pop That Stereotype	2.2 Learning from Empathy 2.4 Stereotype Detectives 3.3 Communication in the Environment	2.5 Critical Thinking in Practice 3.4 Communication in the Media 3.4 Collaboration in Action
Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness	3.1 Communication Blooper or Booster 3.3 Collaboration in Action	3.1 Name that Communication Blooper 3.2 The Communicator 3.4 Collaboration in Action	1.4 Classroom Identity 3.1 Name that Communication Blooper 3.2 The Communicator 3.4 Collaboration in Action
Recognize and respond to social cues in a manner that builds and maintains healthy relationships	3.3 Collaboration in Action	2.2 Learning from Empathy 2.4 Stereotype Detectives	2.3 To Change Like a Caterpillar 2.4 Thinking Outside the Box
Differentiate between conflict and bullying	4.1 The Animals of Conflict 5.4 Battle the Bullies	4.1 Watch and Learn 5.4 Battle the Bullies	5.4 Battle the Bullies

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Demonstrate proper etiquette when communicating electronically			
Demonstrate appropriate responses to social situations at home, school, and in the community.	2.5 Critical Thinking in Practice 3.1 Name that Communication Blooper 3.4 Communication in the Media 3.4 Collaboration in Action		
Demonstrate cooperation and teamwork to promote group effectiveness	1.4 Classroom Identity 3.1 Name that Communication Blooper 3.2 The Communicator 3.4 Collaboration in Action		
Explain an approach to limit setting			
Apply conflict resolution strategies in a variety of situations	4.1 The Animals of Conflict 4.2 Name that Conflict Style 4.4 Practice Makes Perfect		

## RESPONSIBLE DECISION-MAKING

<b>GRADES K-2</b>	<b>PK – Kinder</b>	<b>Grade 1-2</b>
Define a problem	4.1 Identifying Problems	4.1 Identifying Problems
Explain a problem solving process	4.1 Identifying Problems 4.2 Solving Problems	4.1 Identifying Problems 4.2 Solving Problems
Analyze potential consequences of choices		4.4 Recognizing How Behaviors Affect Others 5.2 Being Inclusive
Explain the differences between safe and risky behaviors		
List age appropriate responsibilities at home and school		

<b>GRADES 3–5</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Identify problems in a variety of situations	4.2 Stop, Think, and Cool Off	4.1 Watch and Learn 4.2 Stop, Think, and Cool Off 4.3 Talk It Out and Clear It Up	4.4 Practice Makes Perfect
Apply strategies to appropriately solve problems	4.2 Stop, Think, and Cool Off 4.3 Talk It Out and Clear It Up	4.1 Watch and Learn 4.2 Stop, Think, and Cool Off 4.3 Talk It Out and Clear It Up 5.4 Battle the Bullies	4.2 Name that Conflict Style 5.4 Battle the Bullies
Utilize refusal skills			
Compare and contrast the potential outcomes of engaging in safe and risky behaviors	4.4 Let's Step It Up	4.4 Let's Step It Up	
Demonstrate personal responsibility for decisions	4.3 Talk It Our and Clear It Up	4.3 Talk It Out and Clear It Up	

<b>GRADES 6–8</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Demonstrate the ability to acknowledge problems in a variety of situations.	4.4 Practice Makes Perfect		
Evaluate potential solutions to problems.	4.3 Step It Up		
Analyze factual information surrounding situations			
Recognize unsafe of high risk situations and utilize strategies to remove oneself			
Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior	3.4 Communication in the Media		

## SELF AWARENESS

### GRADES K-2

Recognize and accurately label emotions and identify situations that cause those emotions	1.1 A Mindful Minute 1.1 Take a Selfie 1.3 Take a Selfie with Partners 1.4 Mindful Minute
Differentiate between likes and dislikes	
Accept Failure and demonstrate the ability to recover from perceived failures	
Identify and seek help when appropriate	

### GRADES 3-5

Describe a variety of emotions, and understand how emotions are linked to behavior	1.1 A Mindful Minute 1.1 Take a HALTED Selfie 1.2 Review Mindful Minute & Introduce Better Breathing 1.3 HALTED Moving & Stretching
Describe interests to pursue and skills to develop	
Develop a growth mindset of rigorous situations	
Describe an activity or task in which help is needed to be successful	

GRADES 6-8	Grades 6-8 HE	Grade 6-8 PE
Distinguish difference levels of emotions and explain the physical reaction to various emotions.		1.1 A Mindful Minute 1.3 Planting Flowers
Identify personal strengths and the skills required to develop those strengths		
Understand the relationship between effort, attitude, and achievement		
Distinguish between personal feelings and how one is expected to feel in a variety of situations		

## SELF-MANAGEMENT

### GRADES K-2

Demonstrate self-control in a variety of settings	1.1 A Mindful Minute 1.2 Introduce Better Breathing 1.3 Review Mindful Minute & Better Breathing 1.3 Muscle Relaxation 1.4 Mindful Minute
Define stress	
Identify what it means to be responsible and list personal responsibilities	
Utilize self-talk for the purpose of self-motivation	
Identify goals for academic success and classroom behavior	
Utilize prescribed routines to understand physical and mental organizational strategies	

### GRADES 3-5

Apply self-monitoring strategies to regulate emotions	1.1 A Mindful Minute 1.3 Review a Mindful Minute and Better Breathing 1.3 Muscle Relaxation 1.4 Mindful Minute
Identify personal stressors	1.2. Review Mindful Minute and Introduce Better Breathing
Display consistent behaviors to meet personal responsibilities	
Identify internal and/or external motivating factors in a variety of situations	
Apply a goal setting process to work toward goal achievement	
Identify strategies for planning, prioritizing, and managing time	

GRADES 6–8	Grades 6–8 HE	Grade 6–8 PE
Explain possible outcomes of expressing emotions in various ways		1.3 Creating Calm (Words) 1.4 health.moves.minds Stations
Apply stress management strategies		1.1 A Mindful Minute 1.2 Review a Mindful Minute and Positive Self Talk 1.3 Planting Flowers 1.3 Review a Mindful Minute and Better Breathing; Introduce Mindful Senses 1.3 Muscle Relaxation
Display endurance when facing adversity for the purpose of personal growth		
Display indicators of a growth mindset		
Create and Monitor personal academic goals to meet identified needs		
Apply strategies for planning, prioritizing, and managing time		

## SOCIAL AWARENESS

### GRADES K-2

Identify a trusted adult for help when needed	
Identify the feelings and perspectives of others	1.2 Was This Respectful? 1.2 Don't Bust the Water Balloon
Recognize and acknowledge individual differences in others	
Describe positive qualities in others	

### GRADES 3-5

Demonstrate appropriate strategies to ask for help in a variety of situations	
Describe feelings and perspectives of others	1.1 Mindful Parachute 1.2 Don't Bust the Water Balloon 1.4 Sinking Island
Differentiate between static and dynamic personal characteristics and accept static characteristics	
Demonstrate strategies for working and playing effectively with others	



<b>GRADES 6–8</b>	<b>Grades 6–8 HE</b>	<b>Grade 6–8 PE</b>
Identify support at home, school, and in the community		
Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	1.2 Analyzing the Power of Words	1.1 Kind of a Warm-Up
Analyze how people from diverse peer groups can learn from each other		1.2 Flower Power
Evaluate strategies for being respectful of others and opposing stereotyping and prejudice		1.2 Four Corners 1.2 From Here to There

## RELATIONSHIP SKILLS

### GRADES K-2

Demonstrate verbal etiquette to foster better communication	1.1 Listening Ears & Body 1.2 Musical Spots & Respectful Listening 1.4 health.moves.minds.Stations
Identify opportunities for social participation at home, school, and in the community	
Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness	1.3 Hungry, Hungry Caterpillars
Describe approaches for making and keeping friends	
Identify conflict in various situations	

### GRADES 3-5

Demonstrate non-verbal etiquette to foster better communication	1.1 Meet & Greet 1.2 Musical Spots & Respectful Listening 1.4 health.moves.minds.Stations
Analyze social situations at home, school, and in the community	
Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness	
Recognize and respond to social cues in a manner that builds and maintains healthy relationships	1.2 Was That Respectful?
Differentiate between conflict and bullying	

<b>GRADES 6-8</b>	<b>Grades 6-8 HE</b>	<b>Grade 6-8 PE</b>
Demonstrate proper etiquette when communicating electronically		
Demonstrate appropriate responses to social situations at home, school, and in the community.	1.1 Internal Voice as an Influence	
Demonstrate cooperation and teamwork to promote group effectiveness		1.1 Team Building
Explain an approach to limit setting	1.1 Skill Cues 1.1 Impact of Influences	
Apply conflict resolution strategies in a variety of situations	1.2 Skill Practice: What Would You Do?	

## RESPONSIBLE DECISION-MAKING

### GRADES K-2

Define a problem	
Explain a problem solving process	
Analyze potential consequences of choices	
Explain the differences between safe and risky behaviors	
List age appropriate responsibilities at home and school	

### GRADES 3-5

Identify problems in a variety of situations	
Apply strategies to appropriately solve problems	
Utilize refusal skills	
Compare and contrast the potential outcomes of engaging in safe and risky behaviors	
Demonstrate personal responsibility for decisions	

<b>GRADES 6-8</b>	<b>Grades 6-8 HE</b>	<b>Grade 6-8 PE</b>
Demonstrate the ability to acknowledge problems in a variety of situations.	1.4 Assessment: Analyzing a Past Decision	
Evaluate potential solutions to problems.		
Analyze factual information surrounding situations		
Recognize unsafe of high risk situations and utilize strategies to remove oneself	1.1 Skill Cues 1.1 Impact of Influences 1.2 Skill Practice: What Would You Do	
Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior	1.1 Influence Snowballs 1.1 Impact of Influences 1.2 Modeling the Skill Cues: Web of Influences 1.2 Web of Influences	

## SELF AWARENESS

### Grades 9–12

Create a plan for managing a variety of emotions.	Triggers, Thoughts, Consequences Dealing with the Negative
Analyze perceived limitations and create a plan leveraging strength to address limitations.	Confirmation Bias Character Strength
Demonstrate resiliences and a positive attitude for school and life	Find the Positive Dealing with the Negative
Advocate for oneself by creating “I” messages to present personal perspective	Mindsets

## SELF-MANAGEMENT

### Grades 9–12

Apply strategies to mitigate personal response to different levels of emotions	Triggers, Thoughts, Consequences
Create a long term plan for stress management throughout the lifespan	
Consistently apply strategies for working hard in challenging settings	
Apply strategies for developing and maintaining a growth mindset.	Mindsets
Apply strategies for developing and maintaining a growth mindset.	
Create a plan for planning, prioritizing and management time independently to maximize efficiency.	

## SOCIAL AWARENESS

<b>Grades 9–12</b>	
Evaluate and utilize available resources at home, school, and in the community.	
Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.	Active Constructive Response
Demonstrate strategies for expressing understanding towards those who hold different beliefs.	
Evaluate how society and cultural norms, morals, and values affect personal interactions.	

## RELATIONSHIP SKILLS

<b>Grades 9–12</b>	
Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.	Active Constructive Response
Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth	Mindsets II
Apply appropriate limit setting strategies (Acknowledge feelings, communicate the limit, target alternatives.)	
Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.	
Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.	Mindsets II

## RESPONSIBLE DECISION-MAKING

<b>Grades 9–12</b>	
Demonstrate the ability to accurately anticipate problems in a variety of situations.	
Create a plan to apply the most appropriate solutions to problems.	
Differentiate between emotional response and factual information surrounding situations.	Triggers, Thoughts, Consequences
Analyze how current choices affect one's future.	
Apply moral, personal, and ethical standards when making decisions.	

## SELF-AWARENESS

### GRADES 3–5

Describe a variety of emotions, and understand how emotions are linked to behavior	2.1 Brain and Body Connections 2.2 Growing Balanced BrainTrees
Describe a variety of emotions, and understand how emotions are linked to behavior	2.4 Strengthening Our Branches and Leaves
Develop a growth mindset of rigorous situations	1.2 Stories of Strength
Describe an activity or task in which help is needed to be successful	2.4 Strengthening Our Branches and Leaves

### GRADES 6–8

Distinguish difference levels of emotions and explain the physical reaction to various emotions.	2.1 Brain and Body Connections 2.2 Growing Balanced BrainTrees 11.1 Health and Hydration
Identify personal strengths and the skills required to develop those strengths	1.1 Discovering and Identifying Our Strengths
Understand the relationship between effort, attitude, and achievement	10.1 What Lifts Our Spirit
Distinguish between personal feelings and how one is expected to feel in a variety of situations	2.2 Growing Balanced BrainTrees 3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts



## SELF-MANAGEMENT

### GRADES 3–5

Apply self-monitoring strategies to regulate emotions	1.3 Continued Stories of Strength 3.2 Big Emotions 3.3 Regulation Railroad 3.4 Practicing Regulation Strength through Transitions 8.1 What Helps Me
Identify personal stressors	2.1 Brain and Body Connections 2.3 Stuck and Unstuck
Display consistent behaviors to meet personal responsibilities	
Identify internal and/or external motivating factors in a variety of situations	8.2 Learning through Failure
Apply a goal setting process to work toward goal achievement	
Identify strategies for planning, prioritizing, and managing time	

### GRADES 6–8

Explain possible outcomes of expressing emotions in various ways	1.3 Continued Stories of Strength 3.1 Understanding and Normalizing Sensations, Emotions, and Thoughts 3.2 Big Emotions 3.4 Practicing Regulation 8.1 What Helps Me
Apply stress management strategies	2.3 Stuck and Unstuck 2.4 Strengthening Branches and Leaves 3.3 Regulation Railroad Strength through Transitions
Display endurance when facing adversity for the purpose of personal growth	1.2 Stories of Strength 8.2 Learning through Failure
Display indicators of a growth mindset	2.4 Strengthening our Branches and Leaves
Create and Monitor personal academic goals to meet identified needs	
Apply strategies for planning, prioritizing, and managing time	

## SOCIAL AWARENESS

### GRADES 3–5

Demonstrate appropriate strategies to ask for help in a variety of situations	<ul style="list-style-type: none"> <li>4.1 Who Are the Helpers</li> <li>4.2 Connecting to Help</li> <li>5.1 Solar System of Support</li> <li>7.1 What Makes a Mentor?</li> <li>7.2 Learning from Mentors</li> </ul>
Describe feelings and perspectives of others	<ul style="list-style-type: none"> <li>4.2 Connecting to Help</li> <li>6.2 What's Your Perspective?</li> </ul>
Differentiate between static and dynamic personal characteristics and accept static characteristics	<ul style="list-style-type: none"> <li>6.3 Belonging and Connection</li> </ul>
Demonstrate strategies for working and playing effectively with others	<ul style="list-style-type: none"> <li>6.1 What Makes a Positive Friend?</li> </ul>

### GRADES 6–8

Identify support at home, school, and in the community	<ul style="list-style-type: none"> <li>1.2 Stories of Strength</li> <li>1.3 Continued Stories of Strength</li> <li>4.1 Who Are the Helpers</li> <li>4.2 Connecting to Help</li> <li>5.1 Solar System of Support</li> <li>7.1 What Makes a Mentor?</li> <li>7.2 Learning from Mentors</li> </ul>
Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	<ul style="list-style-type: none"> <li>4.2 Connecting to Help</li> <li>6.2 What's Your Perspective</li> </ul>
Analyze how people from diverse peer groups can learn from each other	<ul style="list-style-type: none"> <li>6.3 Belonging and Connection</li> </ul>
Evaluate strategies for being respectful of others and opposing stereotyping and prejudice	<ul style="list-style-type: none"> <li>6.3 Belonging and Connection</li> </ul>

## RELATIONSHIP SKILLS

### GRADES 3–5

Demonstrate non-verbal etiquette to foster better communication	1.2 Stories of Strength
Analyze social situations at home, school, and in the community	4.2 Connecting to Help 5.2 Growing Our Family Support
Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness	1.1 Discovering and Identifying Our Strength 9.1 The Power of Generosity
Recognize and respond to social cues in a manner that builds and maintains healthy relationships	1.2 Stories of Strength 6.1 What Makes a Positive Friend?
Differentiate between conflict and bullying	

### GRADES 6–8

Demonstrate proper etiquette when communicating electronically	
Demonstrate appropriate responses to social situations at home, school, and in the community.	5.2 Growing Our Family Support 9.2 Practicing Generosity
Demonstrate cooperation and teamwork to promote group effectiveness	6.2 What's Your Perspective?
Explain an approach to limit setting	
Apply conflict resolution strategies in a variety of situations	6.1 What Makes a Positive Friend?

## RESPONSIBLE DECISION-MAKING

### GRADES 3-5

Identify problems in a variety of situations

Apply strategies to appropriately solve problems

Utilize refusal skills

Compare and contrast the potential outcomes of engaging in safe and risky behaviors

Demonstrate personal responsibility for decisions

### GRADES 6-8

Demonstrate the ability to acknowledge problems in a variety of situations.

Evaluate potential solutions to problems.

Analyze factual information surrounding situations

Recognize unsafe or high risk situations and utilize strategies to remove oneself

Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior



## SELF AWARENESS

### GRADES K-2

Recognize and accurately label emotions and identify situations that cause those emotions

Differentiate between likes and dislikes

Accept Failure and demonstrate the ability to recover from perceived failures

Identify and seek help when appropriate

### GRADES 3-5

Describe a variety of emotions, and understand how emotions are linked to behavior

7.2 Get in the Zone

Describe interests to pursue and skills to develop

2.2 Explore Your Interests

Develop a growth mindset of rigorous situations

4.4 Growth Mindset

Describe an activity or task in which help is needed to be successful

## GRADES 6–8

Distinguish different levels of emotions and explain the physical reaction to various emotions.

Identify personal strengths and the skills required to develop those strengths

1.1 Dream Big  
1.3 Think Positive  
2.1 Focus on Strengths  
4.4 Grow Through Life

Understand the relationship between effort, attitude, and achievement

5.1 Treasure Yourself  
4.1 Own Your Life  
4.2 Overcoming Limiting Beliefs

Distinguish between personal feelings and how one is expected to feel in a variety of situations

## GRADES 9–12

Create a plan for managing a variety of emotions.

Analyze perceived limitations and create a plan leveraging strength to address limitations.

2.4 Be Authentic

Demonstrate resiliences and a positive attitude for school and life

1.3 Think Positive  
5.1 Treasure Yourself  
6.1 Stretch Yourself

Advocate for oneself by creating “I” messages to present personal perspective

2.3 Take a Stand  
6.2 Make A Difference  
6.4 Create a Legacy

## SELF MANAGEMENT

### GRADES K-2

Demonstrate self-control in a variety of settings	1.3 Think Positive
Define stress	
Identify what it means to be responsible and list personal responsibilities	
Utilize self-talk for the purpose of self-motivation	4.2 Overcome Limiting Beliefs
Identify goals for academic success and classroom behavior	
Utilize prescribed routines to understand physical and mental organizational strategies	4.3 Focus Your Energy

### GRADES 3-5

Apply self-monitoring strategies to regulate emotions	1.3 Think Positive
Identify personal stressors	
Display consistent behaviors to meet personal responsibilities	
Identify internal and/or external motivating factors in a variety of situations	4.1 Own Your Life
Apply a goal setting process to work toward goal achievement	
Identify strategies for planning, prioritizing, and managing time.	4.3 Focus Your Energy 7.4 Act with Purpose



## GRADES 6-8

Explain possible outcomes of expressing emotions in various ways	1.3 Think Positive
Apply stress management strategies	
Display endurance when facing adversity for the purpose of personal growth	
Display indicators of a growth mindset	4.4 Grow Through Life
Create and Monitor personal academic goals to meet identified needs	
Apply strategies for planning, prioritizing, and managing time	4.3 Focus Your Energy 7.4 Act with Purpose

## GRADES 9-12

Apply strategies to mitigate personal response to different levels of emotions	1.3 Think Positive
Create a long term plan for stress management throughout the lifespan	
Consistently apply strategies for working hard in challenging settings	
Apply strategies for developing and maintaining a growth mindset.	4.4 Grow Through Life
Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.	
Create a plan for planning, prioritizing and management time independently to maximize efficiency.	4.3 Focus Your Energy 7.4 Act with Purpose

## SOCIAL AWARENESS

### GRADES K-2

Identify a trusted adult for help when needed	3.3 Build Your Dream Team
Identify the feelings and perspectives of others	
Recognize and acknowledge individual differences in others	3.1 Embrace Everyone
Describe positive qualities in others	

### GRADES 3-5

Demonstrate appropriate strategies to ask for help in a variety of situations	3.3 Build Your Dream Team
Describe feelings and perspectives of others	
Differentiate between static and dynamic personal characteristics and accept static characteristics	
Demonstrate strategies for working and playing effectively with others	

## GRADES 6–8

Identify support at home, school, and in the community	3.3 Build Your Dream Team
Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations	
Analyze how people from diverse peer groups can learn from each other	3.1 Embrace Everyone 5.2 Be More Grateful 6.3 Receive Gracefully
Evaluate strategies for being respectful of others and opposing stereotyping and prejudice	6.3 Receive Gracefully

## GRADES 9–12

Evaluate and utilize available resources at home, school, and in the community.	3.3 Build Your Dream Team 5.2 Be More Grateful
Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.	7.2 Get in the Zone
Demonstrate strategies for expressing understanding towards those who hold different beliefs.	
Evaluate how society and cultural norms, morals, and values affect personal interactions.	7.2 Get in the Zone

## RELATIONSHIP SKILLS

### GRADES K-2

Demonstrate verbal etiquette to foster better communication	5.2 Be More Grateful
Identify opportunities for social participation at home, school, and in the community	7.2 Get in the Zone
Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness	6.3 Receive Gracefully
Describe approaches for making and keeping friends	1.3 Think Positive 3.1 Embrace Everyone 3.3 Build Your Dream Team
Identify conflict in various situations	

### GRADES 3-5

Demonstrate non-verbal etiquette to foster better communication	5.2 Be More Grateful
Analyze social situations at home, school, and in the community	7.1 Embrace Every Moment
Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness	6.3 Receive Gracefully
Recognize and respond to social cues in a manner that builds and maintains healthy relationships	7.2 Get in the Zone 3.1 Embrace Everyone 3.3 Build Your Dream Team
Differentiate between conflict and bullying	

## GRADES 6–8

Demonstrate proper etiquette when communicating electronically

Demonstrate appropriate responses to social situations at home, school, and in the community.

Demonstrate cooperation and teamwork to promote group effectiveness

Explain an approach to limit setting

Apply conflict resolution strategies in a variety of situations

5.2 Be More Grateful  
6.3 Receive Gracefully

3.3 Build Your Dream Team

3.2 Maximize Positive Relationships

## GRADES 9–12

Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth

Apply appropriate limit setting strategies (Acknowledge feelings, communicate the limit, target alternatives.)

Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

5.2 Be More Grateful

1.1 Dream Big

3.2 Maximize Positive Relationships

3.1 Embrace Everyone  
3.3 Build Your Dream Team  
7.3 Let Yourself Be Vulnerable

1.1 Dream Big

## RESPONSIBLE DECISION-MAKING

### GRADES K-2

Define a problem	
Explain a problem solving process	
Analyze potential consequences of choices	1.1 Dream Big
Explain the differences between safe and risky behaviors	
List age appropriate responsibilities at home and school	

### GRADES 3-5

Identify problems in a variety of situations	
Apply strategies to appropriately solve problems	
Utilize refusal skills	
Compare and contrast the potential outcomes of engaging in safe and risky behaviors	
Demonstrate personal responsibility for decisions	4.1 Own Your Life

## GRADES 6-8

Demonstrate the ability to acknowledge problems in a variety of situations.

Evaluate potential solutions to problems.

7.4 Act with Purpose

Analyze factual information surrounding situations

7.4 Act with Purpose

Recognize unsafe or high risk situations and utilize strategies to remove oneself

Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior

## GRADES 9-12

Demonstrate the ability to accurately anticipate problems in a variety of situations.

Create a plan to apply the most appropriate solutions to problems.

Differentiate between emotional response and factual information surrounding situations.

7.1 Embrace Every Moment  
7.2 Get in the Zone

Analyze how current choices affect one's future.

1.1 Dream Big

Apply moral, personal, and ethical standards when making decisions.

## SELF AWARENESS

### GRADES K-2

Recognize and accurately label emotions and identify situations that cause those emotions

Differentiate between likes and dislikes

Accept Failure and demonstrate the ability to recover from perceived failures

Identify and seek help when appropriate

### GRADES 3-5

Describe a variety of emotions, and understand how emotions are linked to behavior

Describe interests to pursue and skills to develop

The Motivation Formula

Develop a growth mindset of rigorous situations

Climbing Out



## GRADES 6-8

Distinguish difference levels of emotions and explain the physical reaction to various emotions.

Identify personal strengths and the skills required to develop those strengths

Tearing Off Your Label  
Jumping Your Hurdles

Understand the relationship between effort, attitude, and achievement

Time, Effort, & Desire

Distinguish between personal feelings and how one is expected to feel in a variety of situations

## GRADES 9-12

Create a plan for managing a variety of emotions.

Analyze perceived limitations and create a plan leveraging strength to address limitations.

Tearing Off Your Label

Demonstrate resiliences and a positive attitude for school and life

The Motivation Formula

Advocate for oneself by creating "I" messages to present personal perspective

## SELF MANAGEMENT

### GRADES K-2

Demonstrate self-control in a variety of settings	The Reality Ride Defense Mechanisms
Define stress	
Identify what it means to be responsible and list personal responsibilities	
Utilize self-talk for the purpose of self-motivation	The Motivation Formula Lift the Weight
Identify goals for academic success and classroom behavior	
Utilize prescribed routines to understand physical and mental organizational strategies	

### GRADES 3-5

Apply self-monitoring strategies to regulate emotions	The Reality Ride Defense Mechanisms
Identify personal stressors	
Display consistent behaviors to meet personal responsibilities	
Identify internal and/or external motivating factors in a variety of situations	The Wall
Apply a goal setting process to work toward goal achievement	Time, Effort, and Desire
Identify strategies for planning, prioritizing, and managing time.	

## GRADES 6-8

Explain possible outcomes of expressing emotions in various ways	The Reality Ride Defense Mechanisms
Apply stress management strategies	
Display endurance when facing adversity for the purpose of personal growth	Jumping Your Hurdles
Display indicators of a growth mindset	Time, Effort, & Desire
Create and Monitor personal academic goals to meet identified needs	Time, Effort, & Desire
Apply strategies for planning, prioritizing, and managing time	

## GRADES 9-12

Apply strategies to mitigate personal response to different levels of emotions	The Reality Ride
Create a long term plan for stress management throughout the lifespan	
Consistently apply strategies for working hard in challenging settings	The Motivation Formula
Apply strategies for developing and maintaining a growth mindset.	Time, Effort, & Desire
Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement.	Time, Effort, & Desire
Create a plan for planning, prioritizing and management time independently to maximize efficiency.	

**SOCIAL AWARENESS**

**GRADES K-2**

Identify a trusted adult for help when needed	The Motivation Formula
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Identify the feelings and perspectives of others	
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Recognize and acknowledge individual differences in others	
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Describe positive qualities in others	
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**GRADES 3-5**

Demonstrate appropriate strategies to ask for help in a variety of situations	Get Plugged In
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Describe feelings and perspectives of others	
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Differentiate between static and dynamic personal characteristics and accept static characteristics	
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Demonstrate strategies for working and playing effectively with others	
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## GRADES 6–8

Identify support at home, school, and in the community

Get Plugged In  
Climbing Out  
The Motivation Formula

Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations

Analyze how people from diverse peer groups can learn from each other

Evaluate strategies for being respectful of others and opposing stereotyping and prejudice

Tearing Off Your Label

## GRADES 9–12

Evaluate and utilize available resources at home, school, and in the community.

The Motivation Formula  
Get Plugged In

Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.

Demonstrate strategies for expressing understanding towards those who hold different beliefs.

Evaluate how society and cultural norms, morals, and values affect personal interactions.

Tearing Off Your Label  
Lift the Weight

## RELATIONSHIP SKILLS

### GRADES K-2

Demonstrate verbal etiquette to foster better communication

Identify opportunities for social participation at home, school, and in the community

Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness

Describe approaches for making and keeping friends

Climbing Out

Identify conflict in various situations

### GRADES 3-5

Demonstrate non-verbal etiquette to foster better communication

Analyze social situations at home, school, and in the community

Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness

Recognize and respond to social cues in a manner that builds and maintains healthy relationships

Climbing Out

Differentiate between conflict and bullying

## GRADES 6-8

Demonstrate proper etiquette when communicating electronically

Demonstrate appropriate responses to social situations at home, school, and in the community.

Demonstrate cooperation and teamwork to promote group effectiveness

Explain an approach to limit setting

Apply conflict resolution strategies in a variety of situations

Climbing Out

Climbing Out

## GRADES 9-12

Evaluate the verbal and nonverbal cues from others to create differentiated communication plans.

Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth

Apply appropriate limit setting strategies (Acknowledge feelings, communicate the limit, target alternatives.)

Demonstrate a variety of strategies for collaborating with peers, adults and others in the community.

Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.

Climbing Out

## RESPONSIBLE DECISION-MAKING

### GRADES K-2

Define a problem	
Explain a problem solving process	
Analyze potential consequences of choices	The Reality Ride
Explain the differences between safe and risky behaviors	
List age appropriate responsibilities at home and school	

### GRADES 3-5

Identify problems in a variety of situations	
Apply strategies to appropriately solve problems	
Utilize refusal skills	
Compare and contrast the potential outcomes of engaging in safe and risky behaviors	
Demonstrate personal responsibility for decisions	Climbing Out



## GRADES 6-8

Demonstrate the ability to acknowledge problems in a variety of situations.

Evaluate potential solutions to problems.

Analyze factual information surrounding situations

Recognize unsafe or high risk situations and utilize strategies to remove oneself

Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior

The Wall

## GRADES 9-12

Demonstrate the ability to accurately anticipate problems in a variety of situations.

Create a plan to apply the most appropriate solutions to problems.

Differentiate between emotional response and factual information surrounding situations.

Analyze how current choices affect one's future.

The Reality Ride

Apply moral, personal, and ethical standards when making decisions.