North Dakota Multi-Tier System of Supports

SEL Student-Friendly Scales
by Grade-Span
Grades K-12
June 2018
### Grades K-2

<table>
<thead>
<tr>
<th>Competency</th>
<th>NDMTSS SEL Goals</th>
</tr>
</thead>
</table>
| **Self-Awareness**  | 1. **Recognize** and accurately label emotions, and **identify** situations that cause those emotions.  
2. **Differentiate** between likes and dislikes.  
3. **Accept** failure and demonstrate the ability to recover from perceived failures.  
4. **Identify** and seek help when appropriate.                                                                                                                                                                                                                                                                                                |
| **Self-Management** | 1. **Demonstrate** self-control in a variety of settings (e.g., differentiate between needs and wants, follow school-wide behavior expectations).  
2. **Define** stress.  
3. **Identify** what it means to be responsible and **list** personal responsibilities.  
5. **Identify** goals for academic success and classroom behavior.  
6. **Utilize** prescribed routines to understand physical and mental organizational strategies.                                                                                                                                                                                                                                                                 |
| **Social Awareness**| 1. **Identify** a trusted adult for help when needed.  
2. **Identify** the feelings and perspectives of others.  
3. **Recognize** and acknowledge individual differences in others.  
4. **Describe** positive qualities in others.                                                                                                                                                                                                                                                                                                          |
| **Relationship Skills** | 1. **Demonstrate** verbal etiquette to foster better communication (e.g., please, thank you, excuse me, etc.).  
2. **Identify** opportunities for social participation at home, school and in the community (e.g., family meal time, free play, extracurricular activities, diverse peer groups, etc.).  
3. **Demonstrate** appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.  
4. **Describe** approaches for making and keeping friends.  
5. **Identify** conflict in various situations.                                                                                                                                                                                                                                                                                                |
| **Responsible Decision-Making** | 1. **Define** a problem.  
2. **Explain** a problem solving process.  
3. **Analyze** potential consequences of choices.  
4. **Explain** the differences between safe and risky behaviors.  
5. **List** age appropriate responsibilities at home and school.                                                                                                                                                                                                                                                                                      |
## Self-Awareness

**Grades K-2**

### 4

I can also understand that my emotions and thoughts affect my behavior.

### 3

- I can name my emotions.
- I can name my likes and dislikes.
- I can learn from my mistakes.
- I can recognize when I need help.

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotions</td>
</tr>
<tr>
<td>feelings</td>
</tr>
<tr>
<td>likes</td>
</tr>
<tr>
<td>dislikes</td>
</tr>
<tr>
<td>mistake</td>
</tr>
<tr>
<td>recognize</td>
</tr>
<tr>
<td>help</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>name emotions and feelings</td>
</tr>
<tr>
<td>name personal emotions and feelings</td>
</tr>
<tr>
<td>identify causes of emotions and feelings</td>
</tr>
<tr>
<td>name likes</td>
</tr>
<tr>
<td>name dislikes</td>
</tr>
<tr>
<td>recognize a mistake</td>
</tr>
<tr>
<td>recognize when help is needed</td>
</tr>
</tbody>
</table>

### 2

With help

### 1

With help

## Self-Management

**Grades K-2**

### 4

I can also use self-management strategies outside of the school setting (e.g. at home and in the community).

### 3

- I can show self-control with my behavior.
- I can name my responsibilities.
- I can use strategies to calm down by myself especially with reminders from adults.
- I can set a goal and work to improve at my goal.
- I can follow school and classroom rules and expectations especially with reminders from adults.

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-control</td>
</tr>
<tr>
<td>expectations</td>
</tr>
<tr>
<td>stress</td>
</tr>
<tr>
<td>responsibilities</td>
</tr>
<tr>
<td>positive self-talk</td>
</tr>
<tr>
<td>self-motivation</td>
</tr>
<tr>
<td>goals</td>
</tr>
<tr>
<td>routines/procedures</td>
</tr>
<tr>
<td>organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>define self-control</td>
</tr>
<tr>
<td>define stress</td>
</tr>
<tr>
<td>define responsibility</td>
</tr>
<tr>
<td>use positive self-talk</td>
</tr>
<tr>
<td>name behavior goal(s)</td>
</tr>
<tr>
<td>name school work goal(s)</td>
</tr>
<tr>
<td>follow routines and procedures for organization</td>
</tr>
</tbody>
</table>

### 1

With help

Updated June 2018
### Social Awareness
**Grades K-2**

<table>
<thead>
<tr>
<th>Level</th>
<th>Statement</th>
<th>Vocabulary</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also understand how the feelings and perspectives of others affect my feelings and behaviors.</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
| 3     | - I can name trusted adults.  
- I can understand the feelings and perspectives of others.  
- I can accept others who are different than me.  
- I can say positive things about others. | - trusted adults  
- perspectives  
- similarities  
- differences | - define trusted adults  
- name emotions and feelings  
- name emotions and feelings of others  
- list similarities and differences between self and others |
| 2     | Vocabulary:  
- trusted adults  
- perspectives  
- similarities  
- differences | Skills:  
- define trusted adults  
- name emotions and feelings  
- name emotions and feelings of others  
- list similarities and differences between self and others | |
<p>| 1     | With help | | |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also learn from my choices.</td>
</tr>
<tr>
<td>3</td>
<td>- I can explain how to solve a problem.</td>
</tr>
<tr>
<td></td>
<td>- I can understand that choices have consequences.</td>
</tr>
<tr>
<td></td>
<td>- I can understand the difference between safe and unsafe behavior.</td>
</tr>
<tr>
<td></td>
<td>- I can name my responsibilities.</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary:</td>
</tr>
<tr>
<td></td>
<td>- problem</td>
</tr>
<tr>
<td></td>
<td>- solutions</td>
</tr>
<tr>
<td></td>
<td>- consequence</td>
</tr>
<tr>
<td></td>
<td>- responsibilities</td>
</tr>
<tr>
<td></td>
<td>- safe behavior</td>
</tr>
<tr>
<td></td>
<td>- unsafe behavior</td>
</tr>
<tr>
<td></td>
<td>Skills:</td>
</tr>
<tr>
<td></td>
<td>- define problem</td>
</tr>
<tr>
<td></td>
<td>- list solutions to problems</td>
</tr>
<tr>
<td></td>
<td>- define consequence</td>
</tr>
<tr>
<td></td>
<td>- list unsafe behaviors</td>
</tr>
<tr>
<td></td>
<td>- list safe behaviors</td>
</tr>
<tr>
<td></td>
<td>- define responsibility</td>
</tr>
<tr>
<td>1</td>
<td>With help</td>
</tr>
</tbody>
</table>

Updated June 2018
# Grades 3-5

<table>
<thead>
<tr>
<th>Competency</th>
<th>NDMTSS SEL Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>1. <strong>Describe</strong> a variety of emotions, and understand how emotions are linked to behavior. &lt;br&gt;2. <strong>Describe</strong> interests to pursue and skills to develop. &lt;br&gt;3. <strong>Develop</strong> a growth mindset for rigorous situations. &lt;br&gt;4. <strong>Describe</strong> an activity or task in which help is needed to be successful.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>1. <strong>Apply</strong> self-monitoring strategies to regulate emotions. &lt;br&gt;2. <strong>Identify</strong> personal stressors. &lt;br&gt;3. <strong>Display</strong> consistent behaviors to meet personal responsibilities. &lt;br&gt;4. <strong>Identify</strong> internal and/or external motivating factors in a variety of situations. &lt;br&gt;5. <strong>Apply</strong> a goal setting process to work toward goal achievement (e.g. SMART). &lt;br&gt;6. <strong>Identify</strong> strategies for planning, prioritizing and managing time.</td>
</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>1. <strong>Demonstrate</strong> appropriate strategies to ask for help in a variety of situations. &lt;br&gt;2. <strong>Describe</strong> feelings and perspectives of others. &lt;br&gt;3. <strong>Differentiate</strong> between static and dynamic personal characteristics, and accept static characteristics. &lt;br&gt;4. <strong>Demonstrate</strong> strategies for working and playing effectively with others.</td>
</tr>
<tr>
<td><strong>Relationship Skills</strong></td>
<td>1. <strong>Demonstrate</strong> non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.). &lt;br&gt;2. <strong>Analyze</strong> social situations at home, school and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.). &lt;br&gt;3. <strong>Demonstrate</strong> appropriate strategies for providing and receiving feedback to promote group effectiveness. &lt;br&gt;4. <strong>Recognize</strong> and respond to social cues in a manner that builds and maintains healthy relationships. &lt;br&gt;5. <strong>Differentiate</strong> between conflict and bullying.</td>
</tr>
<tr>
<td><strong>Responsible Decision-Making</strong></td>
<td>1. <strong>Identify</strong> problems in a variety of situations. &lt;br&gt;2. <strong>Apply</strong> strategies to appropriately solve problems. &lt;br&gt;3. <strong>Utilize</strong> refusal skills. &lt;br&gt;4. <strong>Compare and contrast</strong> the potential outcomes of engaging in safe and risky behaviors. &lt;br&gt;5. <strong>Demonstrate</strong> personal responsibility for decisions.</td>
</tr>
<tr>
<td>NDMTSS SEL Student-Friendly Scales</td>
<td>Self-Awareness</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>4</td>
<td>I can also recognize how my behavior affects others.</td>
</tr>
</tbody>
</table>
| 3                                 | - I can understand how my emotions affect my behavior.  
- I can name skills that I need to work on to do things that interest me.  
- I can accept my challenges with confidence and positivity.  
- I can name an activity that I need help with. |
| 2                                 | Vocabulary:  
- emotions  
- challenges  
- confidence  
Skills:  
- name emotions and feelings  
- describe personal emotions and feelings  
- identify causes of emotions and feelings  
- describe how emotions affect behavior  
- identify interests  
- identify skills  
- identify challenges  
- ask for help when needed  
- recognize when help is needed |
| 1                                 | With help |

<table>
<thead>
<tr>
<th>NDMTSS SEL Student-Friendly Scales</th>
<th>Self-Management</th>
<th>Grades 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also recognize when my stressors might affect my behavior.</td>
<td></td>
</tr>
</tbody>
</table>
| 3                                 | - I can use strategies to manage my emotions and behaviors.  
- I can understand what motivates me.  
- I can set and work towards my goals.  
- I can explain strategies to use my time wisely. |
| 2                                 | Vocabulary:  
- strategies  
- self-monitoring  
- stressors  
- responsibilities  
- internal  
- external  
- motivation  
- goals  
- strategies  
- time management  
Skills:  
- use self-monitoring strategies  
- identify stressors  
- identify personal responsibilities  
- identify internal motivating factors  
- identify external motivating factors  
- identify goals  
- identify tasks needed to reach goals  
- understand time management strategies |
| 1                                 | With help |
### Social Awareness
**Grades 3-5**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also anticipate how others will feel depending on my behavior and choose my response appropriately.</td>
</tr>
</tbody>
</table>
| 3     | - I can ask for help respectfully.  
        - I can describe the feelings and perspective of others.  
        - I can accept the characteristics about myself that I cannot change.  
        - I can work and play with others. |
| 2     | **Vocabulary:**  
        - perspectives  
        - static  
        - dynamic  
        - characteristics  
        **Skills:**  
        - understand how to ask for help respectfully  
        - describe someone else’s feelings  
        - describe someone else’s perspectives  
        - identify static personal characteristics  
        - identify dynamic personal characteristics  
        - understand how to work and play with others effectively |
| 1     | With help |

### Relationship Skills
**Grades 3-5**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also help others make friends.</td>
</tr>
</tbody>
</table>
| 3     | - I can understand different social situations.  
        - I can give suggestions to others.  
        - I can listen and respond to others effectively.  
        - I can understand the difference between conflict and bullying. |
| 2     | **Vocabulary:**  
        - verbal  
        - non-verbal  
        - feedback  
        - bullying  
        **Skills:**  
        - understand non-verbal communication  
        - recognize non-verbal communication  
        - provide feedback  
        - define bullying  
        - identify conflict  
        - identify bullying |
<p>| 1     | With help |</p>
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also support others in making good choices.</td>
</tr>
</tbody>
</table>
| 3     | - I can identify and solve problems.  
   - I can make good choices.  
   - I can think about what could happen as a result from my choices.  
   - I can learn from my mistakes. |
| 2     | | |
|       | **Vocabulary:**  
   - refusal skills  
   - compare and contrast |
|       | **Skills:**  
   - identify problems  
   - use strategies to solve problems  
   - identify refusal skills  
   - compare and contrast safe and unsafe behaviors  
   - identify consequences |
| 1     | With help |
## Grades 6-8

### NDMTSS SEL Goals

<table>
<thead>
<tr>
<th>Competency</th>
<th>Goals</th>
</tr>
</thead>
</table>
| **Self-Awareness**          | 1. **Distinguish** different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).  
2. **Identify** personal strengths and the skills required to develop those strengths.  
3. **Understand** the relationship between effort, attitude and achievement.  
4. **Distinguish** between personal feelings and how one is expected to feel in a variety of situations. |
| **Self-Management**         | 1. **Explain** possible outcomes of expressing emotions in various ways.  
2. **Apply** stress management strategies.  
3. **Display** endurance when facing adversity for the purpose of personal growth.  
4. **Display** indicators of a growth mindset.  
5. **Create** and **monitor** personal and academic goals to meet identified needs.  
6. **Apply** strategies for planning, prioritizing and managing time. |
| **Social Awareness**        | 1. **Identify** support at home, school and in the community.  
2. **Demonstrate** the ability to anticipate feelings and perspectives of others in a variety of situations.  
3. **Analyze** how people from diverse peer groups can learn from each other.  
4. **Evaluate** strategies for being respectful of others and opposing stereotyping and prejudice. |
| **Relationship Skills**     | 1. **Demonstrate** proper etiquette when communicating electronically.  
2. **Demonstrate** appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).  
3. **Demonstrate** cooperation and teamwork to promote group effectiveness.  
4. **Explain** an approach to limit setting. (e.g. **Acknowledge** feelings, **Communicate** the limit, **Target** alternative.)  
5. **Apply** conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup). |
| **Responsible Decision-Making** | 1. **Demonstrate** the ability to acknowledge problems in a variety of situations.  
2. **Evaluate** potential solutions to problems.  
3. **Analyze** factual information surrounding situations.  
4. **Recognize** unsafe or high risk situations and **utilize** strategies to remove oneself.  
5. **Evaluate** how external influences such as media, peers, and/or cultural norms influence personal behavior. |

*Updated June 2018*
### Self-Awareness

**Grades 6-8**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Skills</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also create a plan to develop limitations/challenges.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3     | I can understand different intensities of emotions and how bodies react to those emotions.  
I can identify my strengths and know how to develop these strengths.  
I can understand how my effort and attitude can benefit my achievement.  
I can understand that the way I feel and how I am expected to feel might be different. |  | strengths  
effort  
attitude  
achievement |
| 2     | Vocabulary:  
- strengths  
- effort  
- attitude  
- achievement | Skills:  
- identify levels of intensity of emotions  
- understand physical reactions to emotions  
- identify strengths  
- define effort  
- define attitude  
- define achievement |  |
| 1     | With help |  |  |

### Self-Management

**Grades 6-8**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Skills</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also maintain a growth mindset while managing my emotions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3     | I can understand how my emotions and thoughts could affect my behavior.  
I can demonstrate stress management strategies.  
I can continue to develop my growth mindset.  
I can monitor the progress towards my goals.  
I can use strategies to manage my time wisely. |  | stress management  
growth mindset |
| 2     | Vocabulary:  
- stress management  
- growth mindset | Skills:  
- identify stress management strategies  
- define growth mindset  
- create goals  
- understand different strategies to monitor goals |  |
| 1     | With help |  |  |

**Updated June 2018**
# NDMTSS SEL Student-Friendly Scales

## Social Awareness

### Grades 6-8

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also understand how others may feel differently from and why.</td>
</tr>
</tbody>
</table>
| 3     | - I can identify where to go for support when I’m facing a difficult situation.  
       - I can anticipate the feelings of others during different situations.  
       - I can learn from and be respectful to others, including those from different backgrounds.  
       - I can challenge stereotypes and prejudice. |
| 2     | **Vocabulary:**  
       - anticipate  
       - diversity  
       - stereotypes  
       - prejudice  

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
</table>
| - identify supports at home, school and in the community  
| - demonstrate willingness to understand diversity  
| - define stereotypes  
| - define prejudice |
| 1      | With help |

## Relationship Skills

### Grades 6-8

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also build relationships with a diverse group of peers.</td>
</tr>
</tbody>
</table>
| 3     | - I can use electronic communications including social media safely and with etiquette.  
       - I can respond appropriately within a variety of social situations including conflict.  
       - I can work with others in group settings.  
       - I can understand how to set limits. |
| 2     | **Vocabulary:**  
       - etiquette  
       - cooperate  
       - Teamwork  
       - limits  

<table>
<thead>
<tr>
<th>Skills:</th>
</tr>
</thead>
</table>
| - identify appropriate electronic communication  
| - identify unsafe electronic communication  
| - participate in a variety of social situations  
| - understand the benefits of cooperation  
| - understand the benefits of teamwork  
| - understand the purpose of limits |
| 1      | With help |

Updated June 2018
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also analyze how my current choices affect my future.</td>
</tr>
</tbody>
</table>
| 3     | - I can acknowledge problems and evaluate potential solutions.  
        - I can analyze the facts of situations.  
        - I can recognize unsafe and risky situations and know how to remove myself.  
        - I can understand how media, peers and/or cultural norms influence my behavior. |
| 2     | **Vocabulary:**  
        - risky  
        - peers  
        - culture  
        - norms  

**Skills:**  
- identify solutions to problems  
- gather facts  
- identify unsafe and risky situations  
- identify strategies to get out of unsafe and risky situations  
- identify media influences  
- identify peer influences  
- identify cultural norms  
- identify cultural influences |
| 1     | With help |
# NDMTSS SEL Goals

<table>
<thead>
<tr>
<th>Competency</th>
<th>Grades 9-12</th>
</tr>
</thead>
</table>
| **Self-Awareness** | 1. **Create** a plan for managing a variety of emotions.  
2. **Analyze** perceived limitations and **create** a plan leveraging strengths to address limitations.  
3. **Demonstrate** resilience and a positive attitude for school and life.  
4. **Advocate** for oneself by **creating** 'I'-messages to present personal perspective. |
| **Self-Management** | 1. **Apply** strategies to mitigate personal response to different levels of emotions.  
2. **Create** a long term plan for stress management throughout the lifespan.  
3. Consistently **apply** strategies for working hard in challenging settings.  
4. **Apply** strategies for developing and maintaining a growth mindset.  
5. **Create** a plan for monitoring progress toward personal and academic, short and long-term goal achievement.  
6. **Create** a plan for planning, prioritizing and managing time independently to maximize efficiency. |
| **Social Awareness** | 1. **Evaluate** and **utilize** available resources at home, school and in the community.  
2. **Analyze** the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.  
3. **Demonstrate** strategies for expressing understanding towards those who hold different beliefs.  
4. **Evaluate** how society and cultural norms, morals and values affect personal interactions. |
| **Relationship Skills** | 1. **Evaluate** the verbal and nonverbal cues from others to create differentiated communication plans.  
2. **Evaluate** personal engagement in social situations at home, school and in the community and **create** a plan for personal growth.  
3. **Apply** appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)  
4. **Demonstrate** a variety of strategies for collaborating with peers, adults and others in the community.  
5. **Evaluate** personal response to conflict and **create** a plan for personal growth in resolving conflict. |
| **Responsible Decision-Making** | 1. **Demonstrate** the ability to accurately anticipate problems in a variety of situations.  
2. **Create** a plan to apply the most appropriate solutions to problems.  
3. **Differentiate** between emotional response and factual information surrounding situations.  
4. **Analyze** how current choices affect one’s future.  
5. **Apply** moral, personal, and ethical standards when making decisions. |
### Self-Awareness

**Grades 9-12**

#### 4
- I can also advocate for myself with confidence.

#### 3
- I can create a plan for managing my emotions.
- I can analyze my limitations and address them.
- I can demonstrate resilience and maintain a positive attitude.
- I can advocate for myself.

**Vocabulary:**
- limitations
- resilience
- self-advocacy

**Skills:**
- identify limitations
- create plan to address limitations
- define resilience
- demonstrate a positive attitude
- recognize needs and wants
- define self-advocacy
- create “I-messages” for self-advocacy

#### 2

**Vocabulary:**
- self-regulation
- short-term
- long-term

**Skills:**
- recognize current state of emotions
- demonstrate self-regulation strategies
- demonstrate stress management strategies
- define short-term
- define long-term
- differentiate between short and long-term
- monitor progress
- demonstrate time management strategies

#### 1
- With help

---

### Self-Management

**Grades 9-12**

#### 4
- I can also reevaluate my goals and plans and change them if needed.

#### 3
- I can manage my emotions.
- I can create a plan for managing stress.
- I can demonstrate a growth mindset in challenging situations, and create a plan for working hard.
- I can monitor short and long-term goals.
- I can consistently manage time independently.

**Vocabulary:**
- self-regulation
- short-term
- long-term

**Skills:**
- recognize current state of emotions
- demonstrate self-regulation strategies
- demonstrate stress management strategies
- define short-term
- define long-term
- differentiate between short and long-term
- monitor progress
- demonstrate time management strategies

#### 1
- With help

---
### Social Awareness

**Grades 9-12**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also advocate for others with confidence and empathy.</td>
</tr>
</tbody>
</table>
| 3     | - I can evaluate and use available resources to meet my needs.  
|       | - I can show empathy towards others.  
|       | - I can respect diverse beliefs.  
|       | - I can understand how society, cultural norms, morals and values influence how people interact. |

**Vocabulary:**
- empathy
- society
- morals
- values

**Skills:**
- identify available resources
- define empathy
- respect other beliefs
- demonstrate willingness to understand diverse beliefs
- identify societal norms
- identify morals
- identify values

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>With help</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>With help</td>
</tr>
</tbody>
</table>

### Relationship Skills

**Grades 9-12**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can also maintain healthy relationships with diverse individuals and groups.</td>
</tr>
</tbody>
</table>
| 3     | - I can understand what others are telling me verbally and nonverbally.  
|       | - I can adapt my social interactions in and out of school to improve myself.  
|       | - I can set limits.  
|       | - I can work with others in and out of school.  
|       | - I can respond to and resolve conflict appropriately. |

**Vocabulary:**

**Skills:**
- understand how social interactions affect me
- identify boundaries

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>With help</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>With help</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>4</td>
<td>I can also help others analyze how their current choices affect their future.</td>
</tr>
</tbody>
</table>
| 3     | - I can anticipate problems.  
         - I can choose appropriate solutions to my problems.  
         - I can distinguish between emotional and factual information.  
         - I can make moral and ethical choices.  
         - I can analyze how my current choices affect my future. |
| 2     | Vocabulary:  
         - ethics  
         Skills:  
         - compare and contrast emotional responses to factual information  
         - define ethics  
         - identify ethical choices  
         - reflect on personal choices |
| 1     | With help |