



PROFILE OF A SC GRADUATE COMPETENCY
NAVIGATE CONFLICT CONTINUUM, LEVELS 1-6

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

8.1
Recognize and
process my
feelings

I can practice a way to calm myself (e.g., count to 10, separate myself, take a deep breath), with guidance.

I can say how I feel.

With prompting, I can use a strategy to calm myself when I am feeling upset.

I can identify the specific emotion(s) I am feeling.

I can say why I feel what I feel.

I can use one or more strategies to calm myself when I am feeling upset.

I can identify the specific emotion(s) I am feeling.

With support, I can determine when I feel ready to talk to others about how I'm feeling.

I can identify specific stressors or triggers that can cause me to be upset.

I can pause to notice and identify the specific emotion(s) I am feeling (e.g., *What am I feeling? When did I start feeling this way? What is causing this feeling?*), and I can use one or more strategies to calm myself.

I can locate where in my body I feel my emotional response.

I can determine when I feel ready to talk to others about how I'm feeling.

I can anticipate specific stressors or triggers that can cause me to be upset.

I can pause to notice and identify the specific emotion(s) I am feeling **without judgement**, and I can use one or more strategies to calm myself down or **prevent myself from feeling overwhelmed**.

I can locate where in my body I feel my emotional response.

I can determine when I feel ready to talk to others about how I'm feeling, **while continuing to monitor my emotional response**.

I can anticipate specific stressors or triggers, **and practice healthy ways to process or avoid them**.

I can pause to notice and identify the specific emotion(s) I am feeling without judgement, and I can use one or more strategies to calm myself down or prevent myself from feeling overwhelmed.

I can locate where in my body I feel my emotional response.

I can determine whether my emotional response is connected to a common stressor or trigger, and take into account what I need in order to process or differentiate external factors from the current situation.

I can determine when I feel ready to talk to others about how I'm feeling, while continuing to monitor my emotional response.

I can anticipate specific stressors or triggers, **and develop healthy practices for processing or avoiding them**.

8.2
Recognize the
feelings and
perspectives of
others

With help, I can listen to the reasons another person is feeling upset.

I can show that I am listening.

When prompted, I can listen to the reasons another person is feeling upset.

With guidance, I can show my understanding of what they've said (e.g., restate, paraphrase).

I can listen **and observe body language** to identify how another person is feeling.

I can show understanding by expressing in my own words how the other person feels and why they feel that way.

I can listen **without interrupting**, and observe body language, to identify the feelings and perspectives of others.

I can ask clarifying questions to better understand the other person's views or feelings, and to better understand the source of the conflict.

I can show understanding by expressing in my own words how the other person feels and why they feel that way.

I can practice active listening and careful observation to use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.

I can ask clarifying and/or exploratory questions to better understand the other person's views or feelings, **the source of the conflict, and any cultural or social identity factors that might be at play** (e.g., values, language, gender-related or racial power dynamics).

I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.

I can practice active listening and careful observation to use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.

I can ask clarifying and/or exploratory questions to better understand others' views or feelings, the source of the conflict, and any cultural or social identity factors that might be at play, **using wait time as needed to ensure all relevant parties have had the opportunity to share**.

I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.

I can work with others to fairly **contextualize the conflict, differentiate intention from impact, and explain and/or validate the different experiences and/or perspectives among those involved, while surfacing interpersonal or institutional biases at play**.

8.3
Work towards
resolution

I can say what happened.

With guidance, I can share an idea for resolving the conflict.

I can say (or show) I am sorry if/when I do something wrong or hurt someone.

I can use "I" statements to share what happened.

I can share an idea for resolving the conflict **that will be fair to everyone involved**.

I can say (or show) I am sorry if/when I do something wrong or hurt someone.

I can use "I" statements to explain the conflict.

I can work together with others to determine fair and constructive ways to address a conflict.

I can take responsibility for my actions by making amends to those I have hurt, and/or help implement a solution.

I can explain the conflict from multiple points of view.

I can work together with others to determine **and implement the most fair and constructive ways** to address a conflict.

I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.

I can explain the conflict from multiple points of view, **and help others understand the perspective of those harmed by the conflict**.

I can work together with others to determine and implement the most fair and constructive ways to address or **process the conflict**.

I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.

I can explain the conflict from multiple points of view, and help others understand the perspective of those harmed by the conflict.

I can work together with others to determine and implement the most fair and constructive ways to address or process the conflict.

I can help deescalate a situation by modeling, facilitating, and/or encouraging constructive language and actions in others.

I can take responsibility for my specific role in the conflict and make amends for anything I have done that has caused harm.



PROFILE OF A SC GRADUATE COMPETENCY
SUSTAIN WELLNESS CONTINUUM, LEVELS 1-6



SELF-DIRECTION

CRITICAL THINKING & PROBLEM SOLVING

PERSEVERANCE

KNOWING HOW TO LEARN

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

11.1
Understand my
identity

I can say what I like to do in my free time.

I can share ways that I am similar to members of my family or community (e.g., the way I look, talk, think, act, believe).

I can share about the things I like to do in my free time, **and why I like them.**

I can talk or write about different aspects of my identity and how they are expressed in my daily life (e.g., I'm an athlete, I love to spend time playing sports; I am part of the Deaf community, I use sign language to communicate with my family members; I am bilingual, I can speak with people in two different languages)

I can talk or write about **the most central aspects** of my identity, how they are expressed in my life, **and how different aspects of my identity connect to one another.**

I can learn about and practice a new way to celebrate, express, or explore an aspect of my identity.

I can **articulate multiple aspects** of my identity, how they are expressed in my life, **and how different aspects of my identity intersect and impact one another.**

I can examine a stereotype that relates to aspects of my identity, and counter it with truths about my life and experiences.

I can practice and reflect on ways to celebrate, express, or further explore one or more aspects of my identity.

I can articulate multiple aspects of my identity, how they are expressed in my life and relationships, and how different aspects of my identity intersect and have evolved over time **and with pivotal life experiences or decisions.**

I can examine and confront stereotypes that relate to aspects of my identity, **and begin to pursue ways I could make contributions to the literary traditions, research, and/or seminal works of my cultural background.**

I can regularly practice ways to celebrate, express, and/or explore aspects of my identity with others, **based on how my needs and interests evolve over time.**

11.2
Practice
positivity and
gratitude

I can think of things I am thankful for.

I can think of things I am thankful for.

When I think someone did a good job, I can tell them.

I can think of things I am **especially** thankful for in my life.

I can use details and examples to tell others what I like or admire about them.

I can reflect on **a range of things I'm grateful for from different aspects of my life** (e.g., friendships, school, family, new learning, access to resources).

I can regularly express appreciation of positive things I notice or experience in others.

I can reflect on something I like about myself.

I can regularly reflect on a range of things I'm grateful for from different aspects of my life.

I can regularly express appreciation of positive things I notice or experience in others.

I can reflect on something I **appreciate about myself and/or that I have recently done well.**

I can identify the positive opportunity in a new or difficult situation, and **practice positive self-talk.**

I can develop a daily gratitude practice through which I regularly reflect on and remember that which I'm grateful for, and express appreciation to others in diverse ways.

I can reflect on **attributes** I appreciate about myself or things I have recently done well.

I can regularly practice positive framing, and seize the positive opportunity in a new or difficult situation.

11.3
Advocate for
myself

When I need something, I can nicely ask someone for help (without being too shy to ask).

I can make friends who make me feel happy.

When I need something, I can nicely ask someone for help (without being too shy to ask).

If someone says or does something to hurt me, I can step away and ask a trusted adult for help.

I can seek out and make friends with people who make me feel happy and good about myself.

When I need something **or need help**, I can ask.

If I think I'm in an unsafe situation that doesn't feel right, I can stop to notice how I'm feeling, step away, and go find the right person to help me.

I can notice which relationships in my life feel **positive or negative, and I can make needed changes** (e.g., speak up to address the problem directly, spend less time with negative people) **to help me stay in a more positive environment.**

I can build my knowledge to help me advocate for my needs and interests.

If I feel unsafe or treated unfairly, I can take action promptly (e.g., address the issue, leave the situation, inform the appropriate adult).

If I am feeling anxious or sad, and I have trouble overcoming it, I can talk to someone I trust about it (e.g., counselor, teacher, parent).

I can regularly reflect on and evaluate my relationships, and I can make needed changes to help me stay in a more positive environment.

I can build my knowledge to help me advocate for my needs and interests **clearly and effectively.**

If I feel unsafe or treated unfairly, I can take action promptly.

If/when I don't feel well physically or emotionally (e.g., anxious, intensely stressed, depressed), **I can promptly seek out the resources, trusted adults, or experts who can help me.**

I can prioritize positive, healthy relationships and **employ strategies to improve** or minimize the impact of **difficult and necessary relationships.**

I can build my knowledge **and relationships with key individuals** to help me advocate for my needs and interests effectively.

If I feel unsafe or treated unfairly, I can take action promptly and escalate the issue if needed through proper channels.

I can monitor my own physical and mental health and promptly seek out the resources, trusted adults, or experts who can help me whenever I need it.

11.4
Build physical
health

I can play active games with others.

I can play active games that I like to play with my friends or family members.

I can play active games that I like to play with my friends or family members.

I can talk about the benefits of physical activity.

I can engage in active play, **sports, or exercise on my own or with others.**

With guidance, I can help create and follow a fitness plan based on the results of a health-related fitness assessment.

I can analyze the connections between fitness and overall physical and mental health.

I can engage in active play, sports, or exercise on my own or with others.

I can design and implement a program to address one or more goals or areas of weakness based on the results of a health-related fitness assessment.

I can analyze and explore the connections between fitness and overall physical and mental health in **my own life.**

I can develop a plan for overcoming a new physical challenge

I can engage in physical activity that aligns to my goals or interests, **and/or gives me a way to express an aspect of my identity.**

I can use data and self-knowledge to design and share with others an exercise program that supports specific physical and mental health goals.

I can develop **and implement** a plan for overcoming a new physical challenge, **and I can monitor and reflect on my progress.**

I can use my own approach to physical challenges to assist and coach others.

11.5
Build life
practices that
foster health
and wellness

With guidance, I can try something new and see how I like it.

With guidance, I can try something new and see how I like it.

I can notice if I eat something and I don't feel well after (e.g., stomach ache, rash, headache), **I can tell someone.**

I can try new things (e.g., foods, activities, books) **to find out what I like and don't like.**

I can start noticing patterns if something around me or something I've eaten makes me feel sick (e.g., stomach ache, headache), and I can tell my caregiver and/or another trusted adult.

I can set a **personal goal related to exercise, healthy eating, or improving the quality of my sleep, and I can monitor my progress** toward it.

I can recognize **triggers** that lead to unhealthy thoughts or behaviors.

I can make time for activities that make me feel joy or pride.

I can start tracking if/when certain food or environmental allergens (e.g., pollen, pets) start to make me feel sick, and I can actively avoid them, speaking up when I need to to let people know.

I can set a personal goal related to exercise, nutrition, or sleep, and implement one or more new strategies or routines to help me achieve my goal.

I can recognize **triggers and/or negative influences** that lead to unhealthy thoughts or behaviors.

I can regularly invest time in the relationships and activities that make me feel joy, pride **or a sense of purpose.**

I can investigate which specific foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars, gluten), and I can actively try to avoid them.

I can develop and implement healthy routines in my life that help me achieve my goals related to exercise, nutrition, sleep, social engagement, **and financial independence.**

I can monitor my own overall sense of wellness, recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors, **and implement strategies to help me avoid them and/or build circles of relational support.**

I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.

I can investigate which foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars) **and follow a dietary plan to optimize my health.**