

# I. Content Area: Intrapersonal Effectiveness

## I.A. Student Competency: Students have a positive self-concept

	Primary	Intermediate	Middle/Jr High	High School
<b>I.A.i Goal: Students will have accurate self-concepts</b>	<ul style="list-style-type: none"> <li>- Become aware of their personal traits</li> <li>- Become aware of the importance of liking themselves</li> <li>- Describe themselves physically, emotionally, and intellectually</li> <li>- Identify some of their strengths and limitations</li> <li>- Become aware of their personal traits and characteristics that contribute to the uniqueness of each individual</li> <li>- Accept and appreciate their inherent biological and physical attributes</li> <li>- Identify their beliefs about themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate awareness of what contributes to an accurate self-esteem</li> <li>- Describe their strengths and limitations</li> <li>- Describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest</li> <li>- Review information and explore their feelings about themselves to determine whether they think their concept of themselves is accurate</li> <li>- Demonstrate understanding of how their school performance contributes to their self-esteem</li> <li>- Analyze how their relationships with others affect/have affected their self-concept</li> <li>- Become aware of some of their beliefs and describe how they contribute to self-concept</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their progress toward the development of an accurate self-concept</li> <li>- Use self-appraisal skills</li> <li>- Describe how they manage school/learning as an expression of self-concept</li> <li>- Analyze beliefs in relation to self-concept</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate acceptance of themselves, including strengths and limitations</li> <li>- Evaluate their strengths and limitations</li> <li>- Describe how the way they manage school/career is an expression of self-concept</li> <li>- Evaluate the impact of peer influence, media, and societal expectations on beliefs and self-concept</li> </ul>
<b>I.A.ii Goal: Students will appreciate their uniqueness</b>	<ul style="list-style-type: none"> <li>- Identify likenesses/differences between themselves and others</li> <li>- Describe what makes them feel good about themselves</li> <li>- Analyze how they feel about their own personal characteristics</li> <li>- Discuss individual rights and privileges</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate understanding that having positive feelings of self-worth is valuable</li> <li>- Demonstrate a positive attitude toward themselves as unique and worthy people</li> <li>- Demonstrate awareness of what contributes to feelings of self-worth</li> <li>- Describe their personal standards</li> <li>- Demonstrate understanding of how their personal uniqueness is affected by the educational environment</li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledge, accept, and appreciate uniqueness in themselves</li> <li>- Analyze what contributes to feelings of self-worth</li> <li>- Analyze their personal standards</li> <li>- Identify their work beliefs</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate when they take responsibility for themselves and when they do not</li> <li>- Make decisions and plans based on understanding of their unique qualities</li> <li>- Evaluate their personal standards</li> <li>- Respect their rights</li> </ul>
<b>I.A.iii Goal: Students will develop self-regulation skill</b>	<ul style="list-style-type: none"> <li>- Identify their feelings</li> <li>- Become aware of why managing feelings is important</li> <li>- Recognize their feelings while they experience them</li> <li>- Describe why it is important to take care of their emotions</li> <li>- Become aware of how they manage their feelings</li> <li>- Develop skills for managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate awareness of their feelings in various situations</li> <li>- Understand ways they manage their feelings</li> <li>- Identify the experiences that create strong feelings</li> <li>- Identify situations where managing their feelings is difficult</li> <li>- Demonstrate skills for handling emotions</li> <li>- Express anger appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how they manage their feelings</li> <li>- Describe the benefits of expressing their feelings to an adult</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how they manage their feelings</li> <li>- Explore different ways to manage feelings that will increase attainment of personal goals</li> </ul>

# I. Content Area: Intrapersonal Effectiveness

## I.B. Student Competency: Students utilize effective executive functioning skills

	Primary	Intermediate	Middle/Jr High	High School
<b>I.B.i Goal:</b> <b>Students will develop effective decision-making skills</b>	<ul style="list-style-type: none"> <li>- Become aware of choices they make</li> <li>- Realize the difficulty of choosing between two desirable alternatives</li> <li>- Describe the steps in the decision-making process</li> <li>- Describe the way they make decisions</li> <li>- Become aware that some decisions are changeable, some are not</li> <li>- Become aware that some choices are made for them and some they make for themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the decision-making process</li> <li>- Analyze their own skills for making personal and educational decisions</li> <li>- Describe how their beliefs contribute to their decisions</li> <li>- Describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of each of the steps in the decision-making process</li> <li>- Evaluate their skills for making decisions</li> <li>- Analyze how past decisions influence present decisions and project how present decisions will influence future decisions</li> <li>- Accept responsibility for the decisions they have made and analyze the consequences</li> <li>- Demonstrate understanding of the concept of risk and risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>- Apply the decision-making process when making real life decisions</li> <li>- Accept responsibility for the decisions they have made</li> <li>- Evaluate personal decisions they have made</li> </ul>
<b>I.B.ii Goal:</b> <b>Students will be able to develop a plan of action</b>	<ul style="list-style-type: none"> <li>- Participate in daily planning</li> <li>- Become aware of the need to use time effectively</li> <li>- Describe the steps in a planning process</li> <li>- Describe some of the planning they do</li> <li>- Develop plans for specific activities</li> <li>- Explain that achieving goals requires planning</li> <li>- Become aware of different methods for using time effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the planning process</li> <li>- Describe how their beliefs contribute to their planning</li> <li>- Describe how planning enhances their lives</li> <li>- Identify the need for organizational and time management skills</li> <li>- Understand the importance of planning and preparing for potential careers in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of the steps in the planning process</li> <li>- Evaluate their skills in using a planning process</li> <li>- Analyze the impact planning/lack of planning has had on their lives</li> <li>- Assess the results of some previously implemented plans</li> <li>- Analyze their time management skills and ways to improve them</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how well they use a planning process in real life plans</li> <li>- Predict the influence planning will have on their future</li> <li>- Evaluate their use of time management skills</li> </ul>
<b>I.B.iii Goal:</b> <b>Students will be able to engage in goal setting</b>	<ul style="list-style-type: none"> <li>- Define what a goal is</li> <li>- Become aware that people set goals</li> <li>- Describe the steps in a goal-setting process</li> <li>- State some personal goals</li> <li>- Identify ways they contribute to class goals</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the goal-setting process</li> <li>- Demonstrate understanding of the skills needed for goal-setting</li> <li>- Constructs some personal goals</li> <li>- Describe how their beliefs contribute to their goals</li> <li>- Distinguish between short, intermediate, and long-term goals</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to set priorities</li> <li>- Analyze goals they have previously set</li> <li>- Analyze the consequences of consistently setting realistic/unrealistic goals</li> <li>- Describe what they envision as their preferred quality of life</li> <li>- Set personal short and long-term goals</li> <li>- Describe the importance of integrating their belief system into the goal-setting process</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their ability to achieve past goals and integrate this knowledge for the future</li> <li>- Describe the importance of re-using a systematic goal-setting process when revising goals</li> <li>- Apply the goal-setting process in setting real life goals</li> <li>- Evaluate the importance of setting realistic goals and striving towards them</li> <li>- Evaluate the relationship between goal-setting and planning</li> <li>- Evaluate the importance of setting high standards and expectations</li> </ul>

# I. Content Area: Intrapersonal Effectiveness

## I.B. Student Competency: Students utilize effective executive functioning skills

	Primary	Intermediate	Middle/Jr High	High School
<b>I.B.iv Goal: Students will be able to engage in effective problem solving</b>	<ul style="list-style-type: none"><li>- Define the term "problem"</li><li>- Identify problems</li><li>- Identify a problem in an uncomfortable situation and describe how they can contribute possible solutions</li><li>- Become aware that in order to solve problems effectively a systematic process is used/can be used</li></ul>	<ul style="list-style-type: none"><li>- Demonstrate understanding of the use of a problem-solving process</li><li>- Demonstrate understanding of their own strategies for problem-solving</li><li>- Describe appropriate methods for managing stress</li></ul>	<ul style="list-style-type: none"><li>- Analyze the importance of each step in the problem-solving process</li><li>- Expand their capacity to generate alternatives for solving problems</li><li>- Analyze how they manage stress</li></ul>	<ul style="list-style-type: none"><li>- Formulate their own process for solving personal, interpersonal, and/or situational problems</li><li>- Evaluate their use of a problem-solving process when faced with actual problems</li><li>- Evaluate their ability to manage stress</li></ul>

# I. Content Area: Intrapersonal Effectiveness

## I.C. Student Competency: Students behave appropriately to the situation and environment

	Primary	Intermediate	Middle/Jr High	High School
<b>I.C.i Goal:</b> <b>Students will behave in a responsible manner</b>	<ul style="list-style-type: none"> <li>- Behave appropriately in the various school settings</li> <li>- Know school/classroom rules and expectations</li> <li>- Be able to follow rules and directions and complete tasks</li> <li>- Describe areas in school in which they are self-sufficient and in which they are not</li> <li>- Understand that school rules are to provide order to enhance the learning environment for everyone</li> <li>- Become aware of the differences between acceptable and unacceptable social behaviors in the various school settings</li> <li>- Become aware of their responsibilities at school</li> <li>- Become aware of their feelings concerning school rules</li> <li>- Use knowledge of school rules and expectations when faced with choices which could interfere with learning</li> </ul>	<ul style="list-style-type: none"> <li>- Adhere to class and school behavioral expectations</li> <li>- Demonstrate understanding that the environment they are in influences their behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the policies and procedures regarding appropriate behavior in the school environment</li> <li>- Demonstrate an understanding that the purpose of school rules is to guide their behavior and maintain order</li> <li>- Evaluate the ways they contribute to the educational environment</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the consequences of unacceptable/irresponsible behavior</li> <li>- Articulate a personal theory of why people behave the way they do</li> <li>- Participate in maintaining a safe school environment</li> </ul>
<b>I.C.ii Goal:</b> <b>Students will take responsibility for their own behaviors</b>	<ul style="list-style-type: none"> <li>- Identify their own behaviors</li> <li>- Accept rewards and consequences for their behavior</li> <li>- Explain the relationship between rules of conduct and their responsibilities to themselves and others</li> <li>- Use behaviors which demonstrate respect for the feelings, property, and interests of others</li> <li>- Describe the relationship between behavior and consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate consideration and respect for feelings, property, and physical well-being of others</li> <li>- Become aware that their beliefs affect their behaviors</li> <li>- Identify personal behavioral beliefs and those of their basic group</li> <li>- Identify behaviors that illustrate respect for themselves and others</li> <li>- Identify and demonstrate social behaviors which encourage acceptance by others</li> <li>- Describe how emotions affect their behavior</li> <li>- Recognize that judgments are made on observed behaviors and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the consequences of using appropriate/inappropriate behaviors in various environments</li> <li>- Analyze how their behaviors affect others' behaviors, emotions, and decisions</li> <li>- Identify how their beliefs affect their attitudes and behaviors</li> <li>- Behave so as to demonstrate respect for others</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how taking responsibility for their own actions enhances their lives</li> <li>- Understand the tendency toward reciprocity of behavior between individuals</li> <li>- Accept responsibility for adhering to the goals of a group</li> </ul>

# I. Content Area: Intrapersonal Effectiveness

## I.C. Student Competency: Students behave appropriately to the situation and environment

	Primary	Intermediate	Middle/Jr High	High School
<b>I.C.iii Goal: Students will develop self- management skills</b>	<ul style="list-style-type: none"><li>- Know and follow the rules</li><li>- Describe situations where they have no control, some control, or almost total control over themselves</li></ul>	<ul style="list-style-type: none"><li>- Maintain control over themselves</li><li>- Demonstrate personal behavior that recognizes human worth and dignity in relating to others</li><li>- Become aware of situations that produce a variety of behaviors</li></ul>	<ul style="list-style-type: none"><li>- Analyze when they do/do not control themselves</li><li>- Analyze their behaviors that express recognition of human worth and dignity in relating to others</li><li>- Analyze how they behave in a variety of situations</li><li>- Compare/contrast the consequences that occur when they are/are not self-disciplined</li></ul>	<ul style="list-style-type: none"><li>- Evaluate the benefits of being self-disciplined</li><li>- Maintain self-discipline and rational behavior in dealing with emotional conflicts and stress</li></ul>

## II. Content Area: Interpersonal Effectiveness

### II. A. Student Competency: Students interact effectively with a diverse population

	Primary	Intermediate	Middle/Jr High	High School
<b>II. A. i. Goal: Students will appreciate their own culture</b>	<ul style="list-style-type: none"> <li>- Express pride in their families</li> <li>- Become aware that happiness can come from feeling secure in their own family &amp; cultural group</li> <li>- Recognize the traditions/beliefs of their culture</li> </ul>	<ul style="list-style-type: none"> <li>- Identify groups to which they belong because of their background, their family, and their heritage</li> <li>- Identify the cultural practices their families appreciate and how they affect their feelings of self-worth</li> <li>- Discuss their own culture open and honestly with others</li> <li>- Describe their own culture's customs and expectations</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to define culture</li> <li>- Identify characteristics of the groups to which they belong because of their background, their family, and their heritage</li> <li>- Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the elements that result in diversity among individuals and groups</li> <li>- Evaluate their participation in groups to which they belong because of the background, their family and their heritage</li> <li>- Evaluate their culture's practices and how they affect their feelings of self-worth</li> </ul>
<b>II. A. ii. Goal: Students will respect others as individuals and accept them for the cultural membership</b>	<ul style="list-style-type: none"> <li>- Recognize there are different languages</li> <li>- Respect others as unique individuals</li> <li>- Demonstrate awareness of others' cultural membership</li> <li>- Become aware of customs and expectations of others' cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware that cultural heritages and traditions differ</li> <li>- Respect others' cultures by referring to their culture appropriately</li> <li>- Become aware that others are both individuals and members of cultural groups</li> <li>- Recognize, accept, respect and appreciate individual differences</li> </ul>	<ul style="list-style-type: none"> <li>- Respect the rights of others regardless of individual differences</li> <li>- Analyze what respecting others as individuals means to them</li> <li>- Analyze what respecting others as individuals means to those individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Assess their beliefs regarding the rights of others regardless of individual differences</li> <li>- Evaluate how respecting others as individuals enhances interpersonal relationships</li> </ul>
<b>II. A. iii. Goal: Students will effectively relate with others based on appreciation for differences/similarities</b>	<ul style="list-style-type: none"> <li>- Become aware of the meaning of cultural backgrounds</li> <li>- Become aware that friends may have different/similar families, beliefs, rules, and traditions</li> <li>- Identify differences/similarities between others and themselves</li> <li>- Demonstrate appreciation for difference in others</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss differences/similarities among various groups</li> <li>- Be aware of conflicts resulting from differences in values and beliefs</li> <li>- Be aware of how bias may contribute to conflict</li> <li>- Become aware of how understanding and appreciating differences improves how they feel about themselves and their relationships with others</li> <li>- Discuss how differences among people relate to the uniqueness of individuals and enriches the total group</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze differences/similarities among various groups</li> <li>- Analyze conflicts resulting from differences in beliefs</li> <li>- Analyze how bias may contribute to conflict</li> <li>- Analyze how understanding and appreciating differences improves how they feel about themselves and their relationships with others</li> <li>- Analyze their own comfort in associating with people who are different from themselves</li> <li>- Demonstrate consideration and respect for individual differences</li> </ul>	<ul style="list-style-type: none"> <li>- Manage conflicts resulting from individual differences</li> <li>- Evaluate their own role in conflicts resulting from individual differences</li> <li>- Evaluate how appreciation for their own differences enhances self-esteem and social relationships</li> <li>- Analyze their comfort in associating with people who are different from themselves</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II. A. Student Competency: Students interact effectively with a diverse population

	Primary	Intermediate	Middle/Jr High	High School
<b>II.A. iv. Goal:</b> <b>Students will evaluate how stereotyping affects them and their relationships with others</b>	<ul style="list-style-type: none"> <li>- Understand the meaning of the term "stereotyping"</li> <li>- Describe prejudicial actions they have seen</li> </ul>	<ul style="list-style-type: none"> <li>- Be aware they should develop criteria for when to generalize and when not to</li> <li>- Become aware of the reasons why stereotypes are attached to groups and why this presents faulty logic</li> <li>- Understand how prejudicial actions they have seen are hurtful to others</li> <li>- Become aware of stereotypes that are prevalent in society</li> </ul>	<ul style="list-style-type: none"> <li>- Know criteria for when to generalize and when not to</li> <li>- Distinguish between valid generalizations and stereotyping</li> <li>- Analyze how prejudicial actions that they have seen are hurtful to individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their own culture through descriptive generalizations about themselves and others</li> <li>- Evaluate the impact of stereotyping</li> <li>- Evaluate stereotypes they still hold; describe former stereotypes and how they have changed</li> <li>- Evaluate how prejudicial actions they have seen are hurtful to individuals</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II. B. Student Competency: Students utilize effective and appropriate communication skills

	Primary	Intermediate	Middle/Jr High	High School
<b>II.B.i. Goal: Students know that communication involves speaking, listening, and nonverbal behavior</b>	<ul style="list-style-type: none"> <li>- Recognize that they listen to and speak with a variety of people</li> <li>- Describe listening and speaking skills that allow them to understand others and others to understand them</li> <li>- Become aware that good communication skills help people work well together</li> </ul>	<ul style="list-style-type: none"> <li>- List and define/describe basic communication skills</li> <li>- Analyze how communication skills affect their relationships with others</li> <li>- Be aware of non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their use of basic communication skills</li> <li>- Use listening and expressive skills to manage peer pressure</li> <li>- Evaluate how listening and expressive skills help them to make decisions, set goals, and solve problems</li> <li>- Analyze how the use of communication skills contribute/hinder a group's progress toward task completion</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how beliefs affect interpersonal communication</li> <li>- Develop the communication skills needed for participating effectively within group settings</li> <li>- Analyze how they use communication skills to improve their mental health</li> <li>- Evaluate their own and others' use of communication skills in problem situations</li> </ul>
<b>II.B. ii. Goal: Students will effectively express themselves</b>	<ul style="list-style-type: none"> <li>- Verbalize ideas, thoughts, and feelings</li> <li>- Express their feelings appropriately</li> <li>- Make positive statements to/about others</li> <li>- Identify ways individuals express feelings</li> <li>- Describe ways to express the need for help</li> <li>- Become aware that independent views can be expressed an acceptable manner</li> <li>- Speak appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- Use effective communication skills to manage peer pressure</li> <li>- Express their feelings clearly and appropriately</li> <li>- Demonstrate understanding that independent views can be expressed in acceptable ways</li> <li>- Analyze how what they say affects others' actions and feelings</li> <li>- Express themselves honestly</li> <li>- Speak clearly and to the point</li> <li>- Express feelings and opinions without offending others</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the theory behind assertion</li> <li>- Evaluate the effect of expressing appreciation</li> <li>- Analyze their skills at interpreting their feelings to others</li> <li>- Develop skills needed for appropriate expression of opinions, attitudes, and beliefs in groups</li> </ul>	<ul style="list-style-type: none"> <li>- Have a variety of ways to express themselves</li> <li>- Interpret their feelings</li> <li>- Use assertion skills</li> </ul>
<b>II.B.iii. Goal: Students will use communication skills to know when and how to ask for help</b>	<ul style="list-style-type: none"> <li>- Become aware of the need to be a good listener</li> <li>- Recognize that others may communicate differently than they do</li> <li>- Listen to others and repeat their ideas</li> <li>- Become aware of and accept/tolerate opinions of others in group discussions</li> <li>- Listen attentively</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware of the differences in the way one listens to and speaks with friends as contrasted with those who are not close friends</li> <li>- Demonstrate concern and respect for the feelings, interest, and opinions of others</li> <li>- Distinguish between thoughts and feelings of others</li> <li>- Analyze how what others say affects their actions and feelings</li> <li>- Respect others' opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of listening in order for communication to occur</li> <li>- Analyze their own ability to listen</li> <li>- Manage the emotional reactions of others</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and communicate their understanding of what another person has said</li> <li>- Use reflective listening skills</li> <li>- Interpret feelings shared by friends</li> <li>- Seek information and support from faculty, staff, family, and peers</li> </ul>



## II. Content Area: Interpersonal Effectiveness

### II.C. Student Competency: Students recognize personal boundaries, individual rights and privacy needs of others

	Primary	Intermediate	Middle/Jr High	High School
<b>II.C.i. Goal: Students will understand the need for personal boundaries</b>	<ul style="list-style-type: none"> <li>- Understand personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Describe situations in which personal boundaries should be set</li> <li>- Identify and respect personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the physical, social, and emotional consequences related to failure to set personal boundaries</li> <li>- Identify strategies to communicate boundaries</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their personal ability to set boundaries</li> <li>- Describe personal level of comfort in setting boundaries</li> </ul>
<b>II.C. ii. Goal: Students will understand individual rights and privacy needs of others</b>	<ul style="list-style-type: none"> <li>- Recognize rights and privacy needs of self and others</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize that everyone has rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Develop acceptance for the individual rights and privacy needs of others</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their personal commitment to protecting the individual rights and privacy needs of others</li> </ul>

## II. Content Area: Interpersonal Effectiveness

### II. D. Student Competency: Students utilize effective conflict resolution skills

	Primary	Intermediate	Middle/Jr High	High School
<b>II.D.i. Goal: Students will develop and use conflict resolution skills</b>	<ul style="list-style-type: none"><li>- Respect alternative points of view</li><li>- Learn to speak directly to each other</li><li>- Recognize when a cooling off period is needed</li><li>- Define and identify conflict</li></ul>	<ul style="list-style-type: none"><li>- Learn to listen carefully to others and accurately paraphrase their words</li><li>- Learn to speak assertively, honestly, and kindly</li><li>- Differentiate between situations requiring peer support and situations requiring adult professional help</li><li>- Negotiate a solution to the conflict</li></ul>	<ul style="list-style-type: none"><li>- Describe how communication affects conflict resolution</li><li>- Apply communication skills to resolve conflicts</li><li>- Recognize skills to communicate negative feelings</li><li>- Understand the difference between active and passive responses to conflict</li></ul>	<ul style="list-style-type: none"><li>- Identify how to handle problems constructively</li><li>- Gain insight about one's own response to conflict and apply new strategies for resolving conflict</li><li>- Evaluate the conditions that might affect the likelihood for a conflict to escalate</li></ul>

## II. Content Area: Interpersonal Effectiveness

### II.E. Student Competency: Students develop healthy relationships

	Primary	Intermediate	Middle/Jr High	High School
<b>II.E.i. Goal: Students will define healthy and unhealthy relationships</b>	<ul style="list-style-type: none"> <li>- Describe characteristics in themselves that enable them to be a good friend</li> <li>- Describe characteristics of others they enjoy being with</li> <li>- Describe the processes involved in making and keeping friends</li> <li>- Identify persons they care about</li> <li>- Analyze what is important to persons they care about and why it is important to them</li> </ul>	<ul style="list-style-type: none"> <li>- Choose friends consistent with personal belief standards</li> <li>- Distinguish between the characteristics of close friends and those persons who are not close friends</li> <li>- Demonstrate understanding that, as they meet more people, they develop new friendships</li> <li>- Analyze the skills needed to make and keep friends while maintaining their own standards</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish between the characteristics of healthy and unhealthy relationships</li> <li>- Evaluate the importance of having friendships with peers and adults</li> <li>- Analyze the skills they have for maintaining friendships</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the effectiveness of their relationships</li> <li>- Explain why they appreciate relationships and how effective relationships are maintained</li> <li>- Predict how relationships will contribute to their life in the future</li> </ul>
<b>II.E. ii. Goal: Students will identify characteristics of healthy and unhealthy relationships</b>	<ul style="list-style-type: none"> <li>- Describe the role of trust and ways to establish trust in a relationship</li> <li>- Identify times they felt unsafe and how they responded</li> <li>- Identify who to trust when they feel unsafe</li> </ul>	<ul style="list-style-type: none"> <li>- Identify expectations and commitments in various relationships</li> <li>- Demonstrate effective communication in healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Develop strategies for identifying unhealthy relationships</li> <li>- Develop strategies for dealing with jealousy</li> <li>- Identify the importance of healthy relationships</li> <li>- Make relationship choices that have a positive impact on their lives</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to compare and contrast healthy behaviors with unhealthy behaviors in relationships</li> <li>- Describe the skills, attitudes and behaviors for building, maintaining and enhancing healthy, positive relationships</li> <li>- Identify strategies for dealing with significant change and loss in a relationship and for ending a relationship</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III.A. Student Competency: Students are motivated to succeed in personal endeavors

	Primary	Intermediate	Middle/Jr High	High School
<b>III.A.i. Goal:</b> <b>Students will develop their own academic potential</b>	<ul style="list-style-type: none"> <li>- Become aware of what learning is and that they are learners</li> <li>- Become aware of the benefits derived from learning</li> <li>- Become aware of their learning interests; describe learning that they enjoy most</li> <li>- Participate in the school setting in a positive, active way</li> <li>- Explain the benefits they derive from learning</li> <li>- Become aware of the relationship between learning and effort</li> <li>- Identify the subjects they like/dislike and in which they do well/do poorly</li> <li>- Become aware of how their interests and beliefs help motivate them in the school setting</li> <li>- Describe what is important/not important to them in school</li> <li>- Become aware of the various kinds of tests they take and how the test results can help them set educational goals</li> <li>- Become aware that success and disappointment are a normal part of life and learning, and that they can learn from their mistakes</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the benefits they derive from learning</li> <li>- Relate their learning abilities to the subjects they are studying</li> <li>- Assume responsibility for their own learning</li> <li>- Demonstrate understanding of the importance of giving maximum effort in school</li> <li>- Become aware that success and failure are parts of life and learning</li> <li>- Identify the subject matter which they like/dislike and in which they do well/do poorly</li> <li>- Apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths</li> <li>- Express pride in their intellectual accomplishments</li> <li>- Apply learned study skills successfully</li> <li>- Understand how using a variety of learning styles can improve their school performance</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze what contributes to their feelings of competence and confidence</li> <li>- Analyze the impact of their preferred learning style, their study skills, and habits on their school performance</li> <li>- Analyze the benefits they derive from learning</li> <li>- Analyze how their current educational performance will enhance/hinder their achieving desired goals</li> <li>- Express the importance of developing their academic potential</li> <li>- Understand the attitudes necessary for success in work and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits they derive from learning</li> <li>- Evaluate ways they presently learn and predict how learning may continue in the future</li> <li>- Explain what motivates individuals</li> <li>- Analyze/evaluate what motivates them</li> <li>- Express positive attitudes toward work and learning</li> <li>- Evaluate how the use of various learning styles improves their school performance</li> <li>- Predict how their feelings of competence and confidence will help them in the future</li> </ul>
<b>III.A. ii. Goal:</b> <b>Students will take advantage of their educational opportunities</b>	<ul style="list-style-type: none"> <li>- Become aware of the skills and attitudes needed to achieve in school</li> <li>- Describe the school and the adults who are there to help them</li> <li>- Participate in school activities</li> <li>- Explain their likes and dislikes about school</li> <li>- Become aware of the influence of school on all aspects of their lives</li> <li>- Feel satisfaction from their school achievement</li> <li>- Become aware of the school as both a work setting and a place of academic learning, and of the relationships between education and work</li> <li>- Become aware that performance in school is related to performance in adult roles</li> </ul>	<ul style="list-style-type: none"> <li>- Describe good study skills/habits which contribute to success in school</li> <li>- Identify ways they may handle sources of school frustration</li> <li>- Demonstrate awareness of the importance of educational achievement to career opportunities</li> <li>- Identify educational opportunities available to them in middle/junior high school</li> <li>- Identify school subject matter as related to potential careers</li> </ul>	<ul style="list-style-type: none"> <li>- Identify graduation requirements</li> <li>- Describe which of the opportunities available in high school are important to them</li> <li>- Describe the variety of opportunities available in the school setting</li> <li>- Analyze the relationship between educational achievement and potential career opportunities</li> <li>- Predict how they will use knowledge from certain subjects in future life and work experiences</li> <li>- Understand the cost associated with postsecondary education is dependent upon the educational pathway chosen</li> <li>- Understand postsecondary education requires resources</li> </ul>	<ul style="list-style-type: none"> <li>- Assume responsibility for meeting graduation requirements</li> <li>- Predict how they will use knowledge from school in future life and work</li> <li>- Explain the relationship between educational achievement and career planning, training, and placement</li> <li>- Evaluate how they have used the educational opportunities available in school</li> <li>- Demonstrate knowledge of the financial aid process</li> <li>- Identify different types of financial aid (loans, scholarship, grants, etc.)</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III.A. Student Competency: Students are motivated to succeed in personal endeavors

	Primary	Intermediate	Middle/Jr High	High School
<b>III.A.iii. Goal: Students will identify attitudes and behaviors that lead to successful learning</b>	<ul style="list-style-type: none"> <li>- Become aware of their learning interests, describe learning that they enjoy most</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate enjoyable attitudes and behaviors and relate those to the school experience</li> </ul>	<ul style="list-style-type: none"> <li>- Identify connections between positive attitudes and behaviors, educational experiences, and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>- Identify career options that will nurture positive learning experiences and academic interests</li> </ul>
<b>III.A. iv. Goal: Students will develop leadership skills</b>	<ul style="list-style-type: none"> <li>- Take turns as class leaders</li> <li>- Describe the responsibilities of identified school/community leaders</li> <li>- Identify group roles</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the qualities of people they perceive to be effective leaders</li> <li>- Recognize their leadership skills and qualities and those of others</li> <li>- Describe the consequences of taking responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their leadership skills and qualities</li> <li>- Analyze when they take/do not take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize leadership qualities in others and in themselves</li> <li>- Demonstrate their ability to handle responsibility</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III. B. Student Competency: Students demonstrate career exploration skills

	Primary	Intermediate	Middle/Jr High	High School
<b>III.B.i. Goal: Students will identify career opportunities that allow them to fulfill their potential</b>	<ul style="list-style-type: none"> <li>- Describe a job they might want to do "when they grow up"</li> <li>- Recognize a variety of jobs that people do in their school/community</li> <li>- Describe their responsibilities at home and which tasks they prefer</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware that school is part of the preparation for a potential career</li> <li>- Identify the importance of all work that contributes to society</li> <li>- Demonstrate understanding of what is meant by "work ethic"</li> <li>- Demonstrate awareness of the relationship between leisure time activities, work, and education</li> <li>- Describe their quality of life and factors that influence those qualities of life</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices</li> <li>- Analyze past achievements in relation to possible career choices</li> <li>- Describe the process of career exploration and planning</li> <li>- Identify how their personal interest match with or are expressed through hobbies, extracurricular activities, and initial work experiences, and career choices</li> <li>- Analyze societal attitudes and beliefs toward work and their own attitudes</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the relationship between career choices and quality of life</li> <li>- Understand and appreciate the rewarding aspects of their work</li> <li>- Identify personal reasons for their selection of a career</li> <li>- Describe how societal needs and functions influence the nature and structure of work</li> </ul>
<b>III.B. ii. Goal: Students will make connections between personal skills, interests and abilities, and career choices</b>	<ul style="list-style-type: none"> <li>- Identify personal skills, interests, and abilities that may affect career choice</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how their personal skills, interests, and abilities can impact their career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Link personal skills, interest and abilities with future career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Choose future careers based on personal skills, interests, and abilities</li> </ul>
<b>III.B.iii. Goal: Students will understand and explore their expanding world views</b>	<ul style="list-style-type: none"> <li>- Explore their world views</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the effect of work on lifestyle</li> <li>- Understand that work is an important and satisfying means of personal expression</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about the variety of traditional and nontraditional occupations</li> <li>- Describe traditional and nontraditional career choices and how they relate to career choice</li> <li>- Understand the importance of equity and access in career choice</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to respect individual uniqueness in the workplace</li> <li>- Understand how changing economic and societal needs influence employment trends and future training</li> <li>- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III.C. Student Competency: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning

	Primary	Intermediate	Middle/Jr High	High School
<b>III.C.i. Goal: Students will develop skills to locate, evaluate and interpret career information</b>	<ul style="list-style-type: none"> <li>- Become aware of different types of jobs</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain what different careers entail</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to use the Internet to access career-planning information</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze research and information resources to obtain career information</li> <li>- Use assessment results in educational planning</li> </ul>
<b>III.C. ii. Goal: Students will learn how to apply goal-setting skills in career</b>	<ul style="list-style-type: none"> <li>- Become aware that people set career goals</li> <li>- Describe the steps in a goal-setting process for career</li> <li>- State some career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the goal-setting process</li> <li>- Demonstrate understanding of the skills needed for goal-setting and construct some career goals</li> <li>- Describe how their beliefs contribute to their career goals</li> <li>- Distinguish between short-, intermediate-, and long-term career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to set priorities for their career goals</li> <li>- Analyze career goals they have previously set</li> <li>- Analyze the consequences of consistently setting realistic/unrealistic career goals</li> <li>- Set some career short- and long-term goals</li> <li>- Describe the importance of integrating their belief system into the career goal-setting process</li> <li>- Demonstrate awareness that education and training are needed to achieve career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Assess their ability to achieve past goals and integrate this knowledge for future career goals</li> <li>- Describe the importance of re-using a systematic goal-setting process when revising goals</li> <li>- Evaluate how well they use a goal-setting process in setting real-life career goals</li> <li>- Evaluate the importance of setting realistic career goals and striving toward them</li> <li>- Evaluate the relationship between career goal-setting and planning</li> <li>- Evaluate the importance of setting high standards and expectations in career goals</li> <li>- Apply knowledge of aptitudes and interests to goal setting</li> </ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III. C. Student Competency: Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning

	Primary	Intermediate	Middle/Jr High	High School
<b>III.C.iii. Goal: Students will apply decision-making skills to career planning, course selection and career transition</b>	<ul style="list-style-type: none"> <li>- Become aware of the choices they make in careers</li> <li>- Describe the steps in a decision-making process towards career goals</li> <li>- Describe the ways they make decisions towards career choices</li> </ul>	<ul style="list-style-type: none"> <li>- Define and explain the importance of each of the steps in the decision-making process towards career choices</li> <li>- Analyze their own skills for making career and educational decisions</li> <li>- Describe how their beliefs contribute to their career decisions</li> <li>- Describe the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the importance of each of the steps in the decision-making process towards career choices</li> <li>- Evaluate their skills for making decisions towards career choices</li> <li>- Analyze how past decisions influence present and project how present decisions will influence future career decisions</li> <li>- Accept responsibility for career decisions they have made and analyze the consequences</li> <li>- Use problem-solving and decision-making skills to assess progress toward educational/career goals</li> <li>- Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate how well they use the decision-making process when making real-life career decisions</li> <li>- Accept responsibility for decisions they have made towards career goals</li> <li>- Evaluate some career decisions that they have made</li> <li>- Demonstrate skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and career goals</li> <li>- Base future educational/training/employment plans on analysis of their academic experiences</li> <li>- Describe the steps they need to take in order to attain their postsecondary plans</li> </ul>
<b>III.C. iv. Goal: Students will demonstrate knowledge of the career-planning process</b>	<ul style="list-style-type: none"> <li>- Participate career planning</li> <li>- Become aware of the need to use time effectively for career planning</li> <li>- Describe the steps in a planning process towards career choices</li> <li>- Describe some of the planning they do for career</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of planning and preparing for their future careers in the world of work</li> <li>- Become aware of different methods for using time effectively</li> <li>- Develop plans for specific career planning activities</li> <li>- Explain that achieving career goals requires planning</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and maintain a career-planning portfolio</li> </ul>	<ul style="list-style-type: none"> <li>- Select course work that is related to career interests</li> <li>- Develop and implement an annual plan of study to maximize academic ability and achievement</li> </ul>



### III. Content Area: Post-secondary Planning and Career Readiness

#### III.D. Student Competency: Students will demonstrate awareness of the importance of postsecondary education

	Primary	Intermediate	Middle/Jr High	High School
<b>III.D.i. Goal: Students will demonstrate awareness that education and training is needed to achieve career goals</b>	<ul style="list-style-type: none"><li>- Understand the relationship between classroom performance and success in career goals</li></ul>	<ul style="list-style-type: none"><li>- Understand that the changing workplace requires lifelong learning and acquiring new skills</li></ul>	<ul style="list-style-type: none"><li>- Assess and modify their educational plan to support career goals</li><li>- Acquire employability skills such as working on a team, problem-solving, and organizational skills</li></ul>	<ul style="list-style-type: none"><li>- Use employability and job readiness skills in internship, apprenticeship, mentoring, shadowing, and/or other work experiences</li><li>- Develop and implement an annual plan of study to maximize academic ability and achievement</li><li>- Apply job readiness skills to seek employment opportunities</li><li>- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences</li></ul>

## III. Content Area: Post-secondary Planning and Career Readiness

### III. E. Student Competency: Students will understand the relationship of academics to the world of work and to life at home in the community

	Primary	Intermediate	Middle/Jr High	High School
<b>III.E. i. Goal: Students will develop a positive attitude toward work and learning</b>	<ul style="list-style-type: none"> <li>- Understand the relationship between learning and work</li> <li>- Develop a positive attitude toward work and learning</li> </ul>	<ul style="list-style-type: none"> <li>- Develop hobbies and vocational interests</li> <li>- Understand the need to balance between work and leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>- Seek co-curricular and community experiences to enhance the school experience</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</li> <li>- Learn about the rights and responsibilities of employers and employees</li> <li>- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</li> </ul>
<b>III.E. ii. Goal: Students will understand the relationship between educational achievement and career success</b>	<ul style="list-style-type: none"> <li>- Identify personal preferences and interests influencing career choice and success</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how work can help to achieve personal success and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that school success is the preparation to make the transition from student to community member</li> <li>- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</li> <li>- Understand how school success and academic achievement enhance future career and vocational opportunities</li> </ul>

## IV. Content Area: Personal Health and Safety

### IV.A. Student Competency: Students incorporate wellness practices into daily living

	Primary	Intermediate	Middle/Jr High	High School
<b>IV.A.i. Goal:</b> <b>Students will understand wellness as an element of healthy functioning</b>	<ul style="list-style-type: none"> <li>- Identify healthy activities to do when alone</li> <li>- Identify things that are healthy and unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>- Become aware of the need to have time for themselves</li> <li>- Become aware of the positive and negative effects of healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the benefits they derive from taking time for themselves</li> <li>- Describe methods they use in caring for their physical, intellectual, and emotional health</li> <li>- Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits of taking time for themselves</li> <li>- Identify their personal limits and boundaries necessary for good self-care</li> </ul>
<b>IV.A. ii. Goal:</b> <b>Students will learn techniques for managing stress</b>	<ul style="list-style-type: none"> <li>- Define stress</li> <li>- Describe feelings related to stress</li> <li>- Demonstrate understanding of stress and conflict and ways of managing these feelings/situations</li> </ul>	<ul style="list-style-type: none"> <li>- Identify things that cause stress</li> <li>- Understand that personal decisions can result in stress</li> <li>- Describe appropriate methods for managing stress</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the benefits derived from effective stress management</li> <li>- Identify internal/external factors that create stress in their lives</li> <li>- Analyze how they manage stress</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the benefits derived from effective stress management</li> <li>- Identify the extent to which they can control the internal/external factors which create stress in their lives</li> <li>- Evaluate their ability to manage stress</li> </ul>

## IV. Content Area: Personal Health and Safety

### IV. B. Student Competency: Students demonstrate resiliency and positive coping skills

	Primary	Intermediate	Middle/Jr High	High School
<b>IV.B. i. Goal: Students will effectively manage change</b>	<ul style="list-style-type: none"> <li>- Describe how they are different this year than the previous year</li> <li>- Summarize what they can/cannot control in their lives</li> <li>- Identify changes that have occurred in themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze ways they have/do not have control over their environment</li> <li>- Identify ways they have control over themselves and their quality of life</li> <li>- Demonstrate understanding of changes that have occurred in themselves and in their peers</li> <li>- Demonstrate understanding of changes that have occurred in their environment</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how life roles, settings, and events impact the quality of life</li> <li>- Identify internal/external factors that have caused their beliefs, interests, and capabilities to change</li> <li>- Demonstrate understanding that the future world of work may be much different than the present one</li> <li>- Demonstrate understanding that a changing world demands lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their feelings when wanted/unwanted changes occur</li> <li>- Analyze how their beliefs, interests, and capabilities have changed and are changing</li> <li>- Analyze how career concerns change a situation and that roles change</li> <li>- Assess the interactive ethics of life roles, settings, and events, and how those make up their quality of life</li> <li>- Assess the effects of important events, both those that can and cannot be controlled, upon quality of life</li> <li>- Demonstrate understanding of the need for personal and occupational flexibility in an ever-changing world</li> <li>- Explain how a changing world demands lifelong learning</li> </ul>
<b>IV. B. ii. Goal: Students will effectively manage transitions</b>	<ul style="list-style-type: none"> <li>- Describe how their present school environment differs from the one they were in previously</li> <li>- Describe how the people who are available can help them when needed</li> <li>- Find strategies for feeling secure in a new class or school</li> <li>- Become aware of changes that will occur as they continue through school</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze their thoughts and feelings about the transition to middle school/junior high school</li> <li>- Analyze the changes they have made in adapting to the new requirements of each educational year</li> <li>- Describe the people who are available to help them when needed</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze/evaluate how changes in the school environment have affected them</li> <li>- Describe the people who are available to help them when needed</li> <li>- Explain how they have adjusted/adapted without giving up their beliefs and standards</li> <li>- Analyze how they have managed transitions in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Predict how they will manage the change in their lives that will occur after leaving high school</li> <li>- Anticipated changes they will experience as they enter postsecondary experiences</li> <li>- Summarize how planning will help them make the transition</li> </ul>

## IV. Content Area: Personal Health and Safety

### IV. C. Student Competency: Students possess assertiveness skills necessary for personal protection

	Primary	Intermediate	Middle/Jr High	High School
<b>IV.C.i. Goal:</b> <b>Students will demonstrate the ability to set boundaries for physical, social, and emotional protection</b>	<ul style="list-style-type: none"> <li>- Understand safe and unsafe touch</li> <li>- Understand the difference between good secrets and bad secrets</li> <li>- Differentiate between telling and tattling</li> <li>- Identify adults who are available to help</li> </ul>	<ul style="list-style-type: none"> <li>- Describe feelings associated with safe and unsafe touch</li> <li>- Describe appropriate responses to good and bad secrets</li> <li>- Identify appropriate situations in which to involve an adult</li> <li>- Understand the importance of involving an adult in matters related to safety and personal protection</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the connection between unsafe touch and abuse and violence</li> <li>- Explain the connection between trust and breach of confidentiality/gossip</li> <li>- Understand the consequences of failure to request adult assistance</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the consequences of abuse and violence in personal relationships</li> <li>- Evaluate the harmful effects of breach of confidentiality/gossip</li> <li>- Recognize personal limitations in responding to critical situations</li> </ul>
<b>IV.C. ii. Goal:</b> <b>Students will demonstrate an appreciation for the rights of others to have a physically, emotionally, and socially safe environment</b>	<ul style="list-style-type: none"> <li>- Understand respect</li> <li>- Understand kind and unkind behaviors</li> <li>- Identify feelings associated with being excluded</li> </ul>	<ul style="list-style-type: none"> <li>- Identify respectful and disrespectful behaviors</li> <li>- Understand the difference between rudeness and bullying</li> <li>- Understand the different roles related to bullying</li> <li>- Describe appropriate responses to bullying</li> <li>- Identify behaviors that are considered to be bullying behaviors</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the benefits of demonstrating respect for others</li> <li>- Identify the personal effects of bullying behavior</li> <li>- Understand cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate their own level of respect related to interaction with others</li> <li>- Identify the effects of bullying on the environment</li> <li>- Evaluate the social and emotional effects of cyberbullying</li> </ul>