## EARLY ELEMENTARY

### SELF-AWARENESS

<table>
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<th>Indicators</th>
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</table>
| **1A.** I can show I understand my emotions.                                        | • I can begin to label basic emotions I feel with increasing independence.  
• I can identify how I will feel in different situations.                              |
| **1B.** I can identify when help is needed and who can provide it.                  | • With encouragement from trusted adults, I can begin to identify situations and problems where I need adult help.  
• I know several people—at home and school that I can go to when I have a problem.    |
| **1C.** I can show (demonstrate) that I am aware of my own personal rights and responsibilities. | • With some reminders from adults, I can follow school and classroom rules and expectations.  
• I can explain and demonstrate responsible use of other people's things.  
• I understand and explain my rights to be safe (at school, bully-free).  
• I understand and explain my right for others to treat my things with respect.       |
| **1D.** I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations. | • I can identify my likes and dislikes, needs and wants.  
• I can name things I do well.  
• I demonstrate beginning awareness of my identity - my gender, race, ethnicity, disability, national origin, language, as well as community and/or family culture practices. |
| **1E.** I try to understand and identify my own prejudices and biases.               | • I can identify my own likes and dislikes.  
• I can identify commonalities and difference between myself and others.  
• I am beginning to see that difference are not “bad”.                                  |
# EARLY ELEMENTARY

## SELF-MANAGEMENT

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| 2A. I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways. | • With adult assistance, I can describe constructive ways to calm myself in situations that might cause upsetting emotions (e.g. being told “No”, losing, being left out, frustration, being teased).  
• With prompts and reminders from adults, I can practice and demonstrate ways to stay calm while in situations that make me upset.  
• I can choose appropriate words when I am upset. |
| 2B. I manage and use my materials, space, time and responsibilities effectively in the best way. | • I can follow rules and take care of my property and materials.  
• With adult’s guidance, I can keep my workspace and materials organized. |
| 2C. I have and use the skills needed to develop, evaluate, modify and achieve goals. | • I can identify a simple, short-term goal.  
• I can identify the steps needed to accomplish a routine task or simple, short-term goal.  
• I can accomplish a simple, short-term goal. |
| 2D. I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise. | • With adult guidance and encouragement, I can continue to work on a task even when difficulty arises. |
# EARLY ELEMENTARY

## SOCIAL AWARENESS

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<td><strong>3A.</strong> I can read social cues and respond appropriately.</td>
<td>• I can use listening and attention skills to identify the feelings and perspectives of other people or characters in a book or story.</td>
</tr>
</tbody>
</table>
| **3B.** I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities. | • I can describe the ways that people are similar and different.  
• I can name positive human qualities in others that cross all cultures and groups. |
| **3C.** I show empathy for other people’s emotions and perspectives. | • I can identify emotions others may be feeling based on their words, facial expressions and body language.  
• I can recognize words that may hurt or help others. |
| **3D.** I recognize and respect leadership capacity abilities in myself and others | • I can identify areas of strength in myself and others. |
| **3E.** I contribute productively to my school, family, workplace, and community | • I try to cooperate and help others when I can. |
# EARLY ELEMENTARY
## RELATIONSHIP SKILLS

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| **4A.** I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities. | - I pay attention (shown by my body language, eye contact, reacting) to others when they are speaking.  
- I can demonstrate verbal etiquette (take turns talking, using please, thank you, excuse me). |
| **4B.** I use appropriate communication strategies and interpersonal skills to maintain relationships with others. | - I can identify relationships I have with others.  
- I can describe the characteristics of a good friend.  
- I can describe ways to make and keep friends. |
| **4C.** I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts. | - I can identify feelings in a conflict.  
- I can identify problems and conflicts commonly experienced by my peers.  
- I can begin to identify different approaches to resolving conflicts constructively.  
- I can begin to explain how my actions impact the reaction of others. |
| **4D.** I can recognize when others need help and demonstrate the ability to provide or seek assistance. | - I can recognize that others have different abilities and needs.  
- I can help others (peers, younger siblings).  
- I can recognize unsafe situations.  
- I can recognize when others outside my family need help.  
- I recognize situations when adult help is needed. |
# EARLY ELEMENTARY

## RESPONSIBLE DECISION MAKING

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| **5A.** I can apply problem-solving skills to engage responsibility in a variety of situations. | - I can differentiate between small and large problems.  
- I can recognize that there can be more than one solution to a problem.  
- With adult assistance, I can generate possible solutions and identify pros and cons. |
| **5B.** I can use and adapt appropriate tools and strategies to solve problems.     | - I can identify and apply steps of the problem-solving process (e.g., stop, think, and act).  
- I can identify whether my approach solved the problem.                               |
| **5C.** I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately. | - I recognize that I have choices on how to respond to situations.  
- I understand that choices can have positive and negative effects on myself and others.  
- I make choices that benefit myself and others.  
- I recognize when I have made a poor choice.                                           |
| **5D.** I consider ethical, safety, societal factors when making choices and decisions. | - I understand right and wrong and treat others fairly.  
- I can identify and demonstrate safe and healthy behaviors.  
- I can identify how my choices impact the entire group or classroom.                 |
| **5E.** I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making. | - I recognize that messages may be delivered in different ways - from peers, teachers, family members and media.  
- I stand up for a friend/peer and let others know when someone is being treated unfairly.  
- I anticipate how peers, family members and teachers are likely to react to a choice I make. |