

## LATE ELEMENTARY

### SELF-AWARENESS

Learning Standards	Indicators
<b>1A.</b> I can show I understand my emotions.	<ul style="list-style-type: none"><li>• I can recognize and label a greater range of my emotions.</li><li>• I can realistically identify and predict how I will feel in situations I will encounter.</li></ul>
<b>1B.</b> I can identify when help is needed and who can provide it.	<ul style="list-style-type: none"><li>• I can identify emergency situations where adult help is needed and know how to get that help.</li><li>• I know when I need help to solve a problem.</li><li>• I know several people, adults and peers, at school and home that I can go to for help, depending on the problem I have.</li></ul>
<b>1C.</b> I can show (demonstrate) that I am aware of my own personal rights and responsibilities.	<ul style="list-style-type: none"><li>• I can define what it means to be responsible and can identify things for which I am responsible.</li><li>• I do my assigned school work and chores with few reminders.</li><li>• I demonstrate the ability to say “No” to negative peer pressure that infringes on my rights.</li></ul>
<b>1D.</b> I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.	<ul style="list-style-type: none"><li>• I can describe my personal strengths- the qualities I have that make me successful in various circumstances.</li><li>• I can identify and describe my personal identity including cultural and linguistic assets, race, ethnicity, disability, etc.</li><li>• I can describe and prioritize personal skills and interests I want to develop.</li></ul>
<b>1E.</b> I try to understand and identify my own prejudices and biases.	<ul style="list-style-type: none"><li>• I recognize that everyone, including me, has certain biases or preference.</li><li>• I can begin to identify some of my biases, preferences and favorites.</li></ul>

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### SELF-MANAGEMENT

Learning Standards	Indicators
<b>2A.</b> I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways.	<ul style="list-style-type: none"><li>• I know and use some strategies to calm myself when situations upset me.</li><li>• I show that I can present my own perspective in a constructive manner (Use I Messages).</li><li>• I can manage my impulses even when I am excited or angry.</li></ul>
<b>2B.</b> I manage and use my materials, space, time and responsibilities effectively in the best way.	<ul style="list-style-type: none"><li>• I can follow routines and keep materials organized according to rules.</li><li>• I understand large tasks and, with adult assistance, can break them down into smaller steps.</li><li>• With adult assistance, I can manage my time to complete tasks in the time allotted.</li></ul>
<b>2C.</b> I have and use the skills needed to develop, evaluate, modify and achieve goals.	<ul style="list-style-type: none"><li>• With adult assistance, I can begin to break down a goal into necessary steps.</li><li>• With adult assistance, I can monitor, make necessary adjustments, and complete steps according to timelines.</li></ul>
<b>2D.</b> I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.	<ul style="list-style-type: none"><li>• I demonstrate and express understanding that mistakes are part of learning and I can learn from my mistakes.</li></ul>

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### SOCIAL AWARENESS

Learning Standards	Indicators
<b>3A.</b> I can read social cues and respond appropriately.	<ul style="list-style-type: none"><li>• I can identify the feelings and perspectives of others, including those from diverse backgrounds and cultures, based on words, voice and non-verbal cues.</li></ul>
<b>3B.</b> I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities.	<ul style="list-style-type: none"><li>• I can recognize that people from different cultural and social groups have many things in common.</li><li>• I recognize that people from different cultural and social groups have different experiences and histories.</li><li>• I can identify contributions of various social and cultural groups.</li></ul>
<b>3C.</b> I show empathy for other people's emotions and perspectives.	<ul style="list-style-type: none"><li>• I can identify feelings and perspectives of others based on their words, voice and body language.</li><li>• I am beginning to predict how others might feel in various situations.</li><li>• I am beginning to use attentive listening skills when others speak.</li></ul>
<b>3D.</b> I recognize and respect leadership capacity abilities in myself and others.	<ul style="list-style-type: none"><li>• I can actively participate and positively contribute to group activities led by someone else.</li><li>• I can lead a group to complete a task.</li></ul>
<b>3E.</b> I contribute productively to my school, family, workplace, and community.	<ul style="list-style-type: none"><li>• I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community.</li></ul>

## LATE ELEMENTARY

### RELATIONSHIP SKILLS

Learning Standards	Indicators
<b>4A.</b> I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.	<ul style="list-style-type: none"><li>• I can give and receive compliments.</li><li>• I can use attentive listening skills to foster better communication with someone.</li><li>• I can explain and am beginning to demonstrate cooperative behaviors in a group (listen, encourage, compromise, etc.).</li><li>• I use my communication skills in a respectful way with others, including those with a different background than mine.</li></ul>
<b>4B.</b> I use appropriate communication strategies and interpersonal skills to maintain relationships with others.	<ul style="list-style-type: none"><li>• I can recognize the difference between positive and negative relationships.</li><li>• I understand the difference between safe and risky behaviors in a relationship.</li><li>• I can make and keep friends.</li></ul>
<b>4C.</b> I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.	<ul style="list-style-type: none"><li>• I can describe the causes and consequences of conflicts.</li><li>• I can distinguish between constructive and destructive ways to resolve conflicts.</li><li>• I can explain and predict how my actions might impact the reaction of others.</li><li>• I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.).</li></ul>
<b>4D.</b> I can recognize when others need help and demonstrate the ability to provide or seek assistance.	<ul style="list-style-type: none"><li>• I can offer or seek opportunities to help others.</li><li>• I can offer help suggestions to help others identify solutions to their problems.</li></ul>

## LATE ELEMENTARY

### RESPONSIBLE DECISION MAKING

Learning Standards	Indicators
<b>5A.</b> I can apply problem-solving skills to engage responsibility in a variety of situations.	<ul style="list-style-type: none"><li>• I can identify different problems and understand the reason for them.</li><li>• I can begin to generate alternative solutions to problems.</li><li>• I can predict possible outcomes of each solutions.</li></ul>
<b>5B.</b> I can use and adapt appropriate tools and strategies to solve problems.	<ul style="list-style-type: none"><li>• I can identify and try different strategies to solve a problem.</li><li>• I can assess the effectiveness of my solution to a problem.</li></ul>
<b>5C.</b> I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.	<ul style="list-style-type: none"><li>• I recognize and anticipate short-term consequences of decisions.</li><li>• I recognize that decisions made in the short-term can have lasting consequences.</li><li>• I make positive choices after weighing short-and long-term consequences.</li><li>• I can evaluate the results of my decisions and admit when I have made a poor choice.</li></ul>
<b>5D.</b> I consider ethical, safety, societal factors when making choices and decisions.	<ul style="list-style-type: none"><li>• I identify and consider what is fair when making choices.</li><li>• I make choices that promote the health and safety of myself and others.</li><li>• I identify and consider what is best for the community when making choices.</li></ul>
<b>5E.</b> I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.	<ul style="list-style-type: none"><li>• I can recognize and describe how messages from the media, my peers and authority figures can influence my thoughts, feelings and behavior.</li><li>• I can stand up for myself or a peer who is being bullied.</li><li>• I can identify different choices I could make in response to different messages from others.</li></ul>