# LATE ELEMENTARY

## SELF-AWARENESS

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| **1A.** I can show I understand my emotions. | • I can recognize and label a greater range of my emotions.  
• I can realistically identify and predict how I will feel in situations I will encounter. |
| **1B.** I can identify when help is needed and who can provide it. | • I can identify emergency situations where adult help is needed and know how to get that help.  
• I know when I need help to solve a problem.  
• I know several people, adults and peers, at school and home that I can go to for help, depending on the problem I have. |
| **1C.** I can show (demonstrate) that I am aware of my own personal rights and responsibilities. | • I can define what it means to be responsible and can identify things for which I am responsible.  
• I do my assigned school work and chores with few reminders.  
• I demonstrate the ability to say “No” to negative peer pressure that infringes on my rights. |
| **1D.** I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations. | • I can describe my personal strengths- the qualities I have that make me successful in various circumstances.  
• I can identify and describe my personal identity including cultural and linguistic assets, race, ethnicity, disability, etc.  
• I can describe and prioritize personal skills and interests I want to develop. |
| **1E.** I try to understand and identify my own prejudices and biases. | • I recognize that everyone, including me, has certain biases or preference.  
• I can begin to identify some of my biases, preferences and favorites. |
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| **2A.** I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways. | - I know and use some strategies to calm myself when situations upset me.  
- I show that I can present my own perspective in a constructive manner (Use I Messages).  
- I can manage my impulses even when I am excited or angry. |
| **2B.** I manage and use my materials, space, time and responsibilities effectively in the best way. | - I can follow routines and keep materials organized according to rules.  
- I understand large tasks and, with adult assistance, can break them down into smaller steps.  
- With adult assistance, I can manage my time to complete tasks in the time allotted. |
| **2C.** I have and use the skills needed to develop, evaluate, modify and achieve goals. | - With adult assistance, I can begin to break down a goal into necessary steps.  
- With adult assistance, I can monitor, make necessary adjustments, and complete steps according to timelines. |
<p>| <strong>2D.</strong> I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise. | - I demonstrate and express understanding that mistakes are part of learning and I can learn from my mistakes. |</p>
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<td><strong>3A.</strong> I can read social cues and respond appropriately.</td>
<td>• I can identify the feelings and perspectives of others, including those from diverse backgrounds and cultures, based on words, voice and non-verbal cues.</td>
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</tbody>
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| **3B.** I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, language, and identities. | • I can recognize that people from different cultural and social groups have many things in common.  
• I recognize that people from different cultural and social groups have different experiences and histories.  
• I can identify contributions of various social and cultural groups. |
| **3C.** I show empathy for other people’s emotions and perspectives. | • I can identify feelings and perspectives of others based on their words, voice and body language.  
• I am beginning to predict how others might feel in various situations.  
• I am beginning to use attentive listening skills when others speak. |
| **3D.** I recognize and respect leadership capacity abilities in myself and others. | • I can actively participate and positively contribute to group activities led by someone else.  
• I can lead a group to complete a task. |
| **3E.** I contribute productively to my school, family, workplace, and community. | • I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community. |
## LATE 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 can give and receive compliments.  
• I can use attentive listening skills to foster better communication with someone.  
• I can explain and am beginning to demonstrate cooperative behaviors in a group (listen, encourage, compromise, etc.).  
• I use my communication skills in a respectful way with others, including those with a different background than mine. |
| **4B.** I use appropriate communication strategies and interpersonal skills to maintain relationships with others.                                                                                             | • I can recognize the difference between positive and negative relationships.  
• I understand the difference between safe and risky behaviors in a relationship.  
• I can make and keep friends.                                                                                                                                                                      |
| **4C.** I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.                                                                                       | • I can describe the causes and consequences of conflicts.  
• I can distinguish between constructive and destructive ways to resolve conflicts.  
• I can explain and predict how my actions might impact the reaction of others.  
• I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.). |
| **4D.** I can recognize when others need help and demonstrate the ability to provide or seek assistance.                                                                                                      | • I can offer or seek opportunities to help others.  
• I can offer help suggestions to help others identify solutions to their problems.                                                                                                                   |
### RESPONSIBLE DECISION MAKING

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| **5A.** I can apply problem-solving skills to engage responsibility in a variety of situations. | • I can identify different problems and understand the reason for them.  
• I can begin to generate alternative solutions to problems.  
• I can predict possible outcomes of each solutions. |
| **5B.** I can use and adapt appropriate tools and strategies to solve problems.         | • I can identify and try different strategies to solve a problem.  
• I can assess the effectiveness of my solution to a problem. |
| **5C.** I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately. | • I recognize and anticipate short-term consequences of decisions.  
• I recognize that decisions made in the short-term can have lasting consequences.  
• I make positive choices after weighing short-and long-term consequences.  
• I can evaluate the results of my decisions and admit when I have made a poor choice. |
| **5D.** I consider ethical, safety, societal factors when making choices and decisions. | • I identify and consider what is fair when making choices.  
• I make choices that promote the health and safety of myself and others.  
• I identify and consider what is best for the community when making choices. |
| **5E.** I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making. | • I can recognize and describe how messages from the media, my peers and authority figures can influence my thoughts, feelings and behavior.  
• I can stand up for myself or a peer who is being bullied.  
• I can identify different choices I could make in response to different messages from others. |