1A I can show I understand my emotions. 

(Resources: Emotion Wheel [https://www.simplemost.com/feeling-wheel-will-help-better-describe-emotions/]

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1D I can demonstrate knowledge of my own personal strengths, cultural and linguistic assets and aspirations.

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<tbody>
<tr>
<td>I can differentiate myself from others based on characteristics I use to describe myself, such as &quot;shy&quot; or &quot;smart&quot;.</td>
<td>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 cultural practices.</td>
<td>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.</td>
<td>I have a greater understanding of how personal qualities and temperaments impact choices and outcomes. I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc. I am beginning to identify and explore career areas that match my personal skills and interests. I am beginning to think about and develop a post-secondary plan.</td>
<td>I can identify areas, situations and careers where my personal traits, knowledge and skills might be an asset. I can express positive feelings about my personal identity, including cultural and linguistic assets, identity, race, ethnicity, disability, etc. I can identify skills and pathways required to enter a particular profession and being to prepare accordingly.</td>
<td>I continue to explore and increase my knowledge and skills in my areas of interest. I am comfortable in defining who I am - my culture, background, strengths, and assets.</td>
</tr>
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2. SELF-MANAGEMENT The ability to regulate one’s emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.

**2A I have and use the skills I need to manage my emotions, thoughts, impulses and stress in constructive ways**

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<tr>
<td>With adult assistance, I can show control over my actions, words, and emotions in response to a situation. I can control strong emotions most of the time in an appropriate manner. I can consistently stop an engaging activity to transition to another less desirable activity.</td>
<td>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.</td>
<td>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.</td>
<td>I can reflect and use strategies to change my mood or feelings (positive self-talk) independently or with the assistance of others. I have and use strategies to control my words when I am upset. I can understand and describe how different emotions affect me physically.</td>
<td>I can control my actions and words when other people or situations bother or excite me. I can evaluate the role my attitude plays in success.</td>
<td>I consistently model effective control of my emotions, words and actions.</td>
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I can use materials with purpose, safety and respect.

I can follow rules and take care of my property and materials. With adult guidance, I can keep my workspace and materials organized.

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.

I can keep track of time and materials, agenda, personal items. I can break down large tasks into smaller steps and schedule time appropriately. With adult help, I am beginning to manage my finances, income, expenses, purchases and savings.

I can prioritize tasks and the time needed for completion. I can organize materials I need for daily routines and special projects. I can schedule and manage my time as needed. With more independence, I am managing my finances, income, expenses, purchases and savings.

I can balance time and responsibilities among work, family, continuing education, and recreation. I can prioritize my needs and wants in a fiscally and ethically responsible way.

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| 2C I have and use the skills needed to develop, evaluate, modify and achieve goals. |
|---|---|---|---|---|---|
| Birth-5 | Early Elementary | Late Elementary | Middle School | High School | Adult |
| I demonstrate joy in my own accomplishments. | I can identify a simple, short-term goal. | With adult assistance, I can begin to break down a goal into necessary steps. | I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence. | I can refine my short and long-term goals (work, education, financial, personal). | I can set, monitor, evaluate and adjust my short- and long-term goals for life success. |
| I resist help and show a sense of competence (insisting on dressing myself, pouring my own juice). | I can identify the steps needed to accomplish a routine task or simple, short-term goal. | With adult assistance, I can monitor, make necessary adjustments, and complete steps according to timelines. | I can begin to consider long-term goals related to careers and education after high school. | I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals. |
| I stay with a task until it is completed. | I can accomplish a simple, short-term goal. | | | | |

Diagram:

- For Birth-5:
  - I demonstrate joy in my own accomplishments.
  - I resist help and show a sense of competence (insisting on dressing myself, pouring my own juice).
  - I stay with a task until it is completed.

- For Early Elementary:
  - I can identify a simple, short-term goal.
  - I can identify the steps needed to accomplish a routine task or simple, short-term goal.

- For Late Elementary:
  - 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.

- For Middle School:
  - I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.
  - I can begin to consider long-term goals related to careers and education after high school.

- For High School:
  - I can refine my short and long-term goals (work, education, financial, personal).
  - I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals.

- For Adult:
  - I can set, monitor, evaluate and adjust my short- and long-term goals for life success.
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3. Social-Awareness – The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.

3A I can read social cues and respond appropriately.

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<td>I can show interest in the feelings, preferences, and well-being of my caregiver (other than my parent).</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>
<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>
<td>I can analyze how one person’s behavior may affect another, including consideration of those from diverse backgrounds and cultures. With some guidance, I can explain how my behavior may affect another person’s behavior feelings and responses, and identify any changes needed.</td>
<td>I can identify verbal, physical and situational cues that indicate how others, including those from diverse backgrounds and cultures, may feel.</td>
<td>I can use my conversational skills (e.g. asking questions, reflective listening) to identify another person’s feelings and perspective.</td>
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### 3B I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, languages, and identities.

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<td>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.</td>
<td>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.</td>
<td>I can define prejudice, discrimination and stereotyping. I can explain how individual, social, and cultural similarities and differences can help build a positive community. I can explain how individuals from various backgrounds are more vulnerable to stereotyping and explain ways to address this.</td>
<td>I can evaluate strategies for being respectful of others and opposing stereotyping and prejudice. I have awareness and respect for cultural differences when I am in various settings. I understand the many varied components of culture (e.g. SEE TBD DEFINITION).</td>
<td>I demonstrate genuine respect for diversity. I view diversity as an asset.</td>
<td></td>
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**3D I recognize and respect leadership capacity abilities in myself and others**

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<td>I can suggest solutions to conflicts.</td>
<td>I can identify areas of strength in myself and others.</td>
<td>I can actively participate and positively contribute to group activities led by someone else.</td>
<td>I can identify skills needed for positive leadership.</td>
<td>I recognize and respond cooperatively to leadership in others.</td>
<td>I support the leadership of others in actions and words.</td>
</tr>
<tr>
<td>I can make decisions with other children with adult guidance and assistance.</td>
<td>I can make decisions with other children with adult guidance and assistance.</td>
<td>I can lead a group to complete a task.</td>
<td>I can be a contributing member of a group.</td>
<td>I can describe my skills to lead a group to accomplish a task or goal.</td>
<td>I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.</td>
</tr>
<tr>
<td>I can demonstrate an ability to compromise in a group.</td>
<td>I can demonstrate an ability to compromise in a group.</td>
<td>I can demonstrate skills needed for positive leadership.</td>
<td>I can recognize and respond cooperatively to leadership in others.</td>
<td>I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.</td>
<td>I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.</td>
</tr>
<tr>
<td>I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).</td>
<td>I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).</td>
<td>I can describe my skills to lead a group to accomplish a task or goal.</td>
<td>I can support the leadership of others in actions and words.</td>
<td>I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.</td>
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4. Relationship Skills – The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.

4A I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.

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**I have a close relationship with a non-parental caregiver, showing interest in their feelings, preferences and well-being.**
- I can participate in longer social interactions - role play, games, taking turns.
- I can make decisions with other children, with adult guidance and assistance.
- I am considerate and cooperate with other children.
- I can compromise when working or playing in a group.

**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).

**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.

**I can demonstrate proper etiquette when communicating electronically.**
- I can demonstrate cooperation and teamwork in a group to achieve goals.
- I can evaluate my contributions to a group.
- I can demonstrate culturally appropriate responses to social situations at home, school, and in the community.
- I can differentiate among passive, assertive, and aggressive communication with consideration for culturally and linguistically diverse differences in communication.

**I can offer and accept constructive criticism.**
- I can advocate for myself and express myself in an assertive style.
- I can evaluate culturally and linguistically diverse verbal and non-verbal cues and respond appropriately.
- I am aware of and can use various communication strategies (e.g. I Statements, Reflective listening).

**I can maintain an objective, non-judgemental tone during disagreements.**
- I can evaluate my responses to conflict and create a plan for personal growth where needed.

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4. Relationship Skills – The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.

4B I use appropriate communication strategies and interpersonal skills to maintain relationships with others.

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<tr>
<td>I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.</td>
<td>I am considerate and cooperate with other children.</td>
<td>I can identify relationships I have with others.</td>
<td>I can recognize the difference between positive and negative relationships.</td>
<td>I understand and practice strategies for maintaining positive relationships (e.g. pursuing shared interests and activities, spending time together, practicing forgiveness, empathy).</td>
<td>I actively participate in a healthy support network of friendships and social interests.</td>
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<tr>
<td>I can suggest solutions to conflicts.</td>
<td>I can describe the characteristics of a good friend.</td>
<td>I can describe ways to make and keep friends.</td>
<td>I understand the difference between safe and risky behaviors in a relationship.</td>
<td>I understand workplace relationships and show respect for colleagues.</td>
<td>I can build and maintain relationships with people by showing empathy, interest, and respect.</td>
</tr>
<tr>
<td>I can compromise when working or playing in a group.</td>
<td>I can make and keep friends.</td>
<td>I can make and keep friends.</td>
<td>I can make and keep positive relationships with adults.</td>
<td>I can advocate for myself in various situations - socially, at school and work.</td>
<td>I can manage my own discomfort in order to maintain difficult relationships.</td>
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4C I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.

Birth-5
- With adult assistance, I can demonstrate control over actions, words and emotions in response to a situation.
- I can suggest solutions to conflicts.
- I can demonstrate an ability to compromise when working or playing in a group.
- 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.
- 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.)

Early Elementary
- I can evaluate strategies for preventing and resolving interpersonal problems.
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).
- I can identify healthy and unhealthy peer pressure.
- I can identify, evaluate, and use strategies to resist unhealthy peer pressure.
- 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.

Late Elementary
- I can evaluate strategies for preventing and resolving interpersonal problems.
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).
- I can identify healthy and unhealthy peer pressure.
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.
- I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
- I can understand and practice active listening, "I statements" and other communication strategies to help resolve conflicts.
- I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.
- I can understand and explain how a person’s background and experiences may impact their perspective in a conflict.

Middle School
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.
- I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
- I can understand and practice active listening, "I statements" and other communication strategies to help resolve conflicts.
- I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.

High School
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.
- I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
- I can understand and practice active listening, "I statements" and other communication strategies to help resolve conflicts.
- I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.

Adult
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.
- I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)
- I can understand and practice active listening, "I statements" and other communication strategies to help resolve conflicts.
- I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.
- I can begin to identify solutions so all parties in conflict might have their needs met (compromise).
- I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.

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5. **Responsible Decision-Making** – The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms and to evaluate the consequences of actions and to consider the safety and well-being of others.

### 5A I can apply problem-solving skills to engage responsibly in a variety of situations.

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<td>I make decisions with other children, with adult guidance and assistance. I can follow rules and apply them to new situations and environments (e.g. putting my coat in a cubby at school but hanging it on a peg at home).</td>
<td>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.</td>
<td>I can identify different kinds of problems and the underlying reasons for them. I can begin to generate alternative solutions to problems. I can predict possible outcomes of each solution.</td>
<td>I can describe different kinds of problems and the underlying reasons for them. I can generate several possible solutions to problems. I can discuss the feasibility and possible outcomes of each solution.</td>
<td>I can identify accurately key components of a wide variety of problems. I can generate multiple possible solutions to problems. I can analyze the relative appropriateness of each solution.</td>
<td>I can identify and ask systemic questions to analyze any problem. I routinely generate multiple possible solutions to problems. I consider other points of view in analyzing the appropriateness and possible unintended consequences of each solution.</td>
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<tr>
<td>I make decisions with other children, with adult guidance and assistance.</td>
<td>I can follow rules and apply them to new situations and environments (e.g., putting my coat in a cubby at school but hanging it on a peg at home).</td>
<td>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.</td>
<td>I can identify and try different strategies to solve a problem. I can assess the effectiveness of my solution to a problem.</td>
<td>I can assess the most appropriateness of different problem-solving tool and strategies. I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.</td>
<td>I regularly apply appropriate problem-solving tools and strategies. I reflect on lessons learned from past problems and identify ways to improve problem-solving strategies.</td>
<td>I use a range of appropriate tools, strategies and resources to solve various problems. I reflect on lessons learned from past problems and adapt or change strategies to resolve problems in the future.</td>
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**5E. I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.**

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<td><strong>I make decisions with other children, with adult guidance and assistance.</strong></td>
<td>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 teacher are likely to react to a choice I make.</td>
<td>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.</td>
<td>I can recognize and analyze how positive and negative messages from the media, my peers and authority figures influence personal opinions, choices and behaviors of myself and others. I am beginning to evaluate messages and sources to determine what is true. I consider the positive and negative messages of others when I make a decision. I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity). I can evaluate possible choices of a bystander witnessing bullying or harassment.</td>
<td>I can discriminate between real and fake news and portions of each in messages from a variety of external sources (e.g. media, peers, adults). I can gather information from a variety of sources to develop personal opinions, make decisions and anticipate consequences. I apply decision-making skills that foster responsible social and work relations. I am demonstrating a responsible work ethic. I can analyze and demonstrate the ability to speak up with courage and respect when I or someone else has been wronged.</td>
<td>I consistently evaluate how the messages, attitudes, and behaviors from external sources (e.g. media including social media, peers, family, community, professional experts) influence personal opinions, decisions and behaviors. I consciously consider and analyze external influences when making informed decisions that positively affect myself and others.</td>
</tr>
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Please note that the Indicators for Birth – 5 come directly from the RI Early Learning and Developmental Standards. Many of these Indicators will require children to have adult guidance and reminders. It does not mean young children will have the skills to demonstrate all of these Indicators consistently or independently.