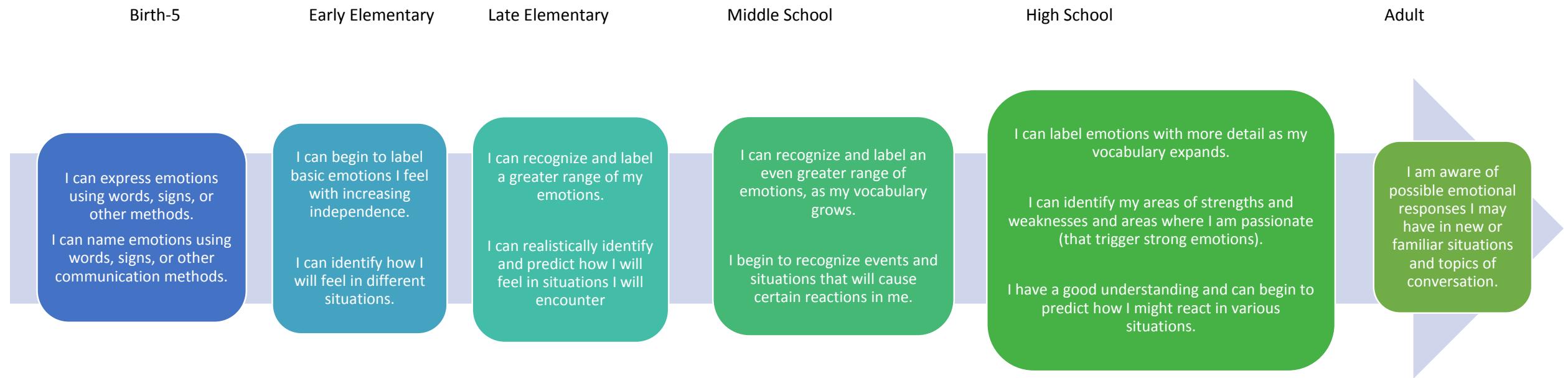
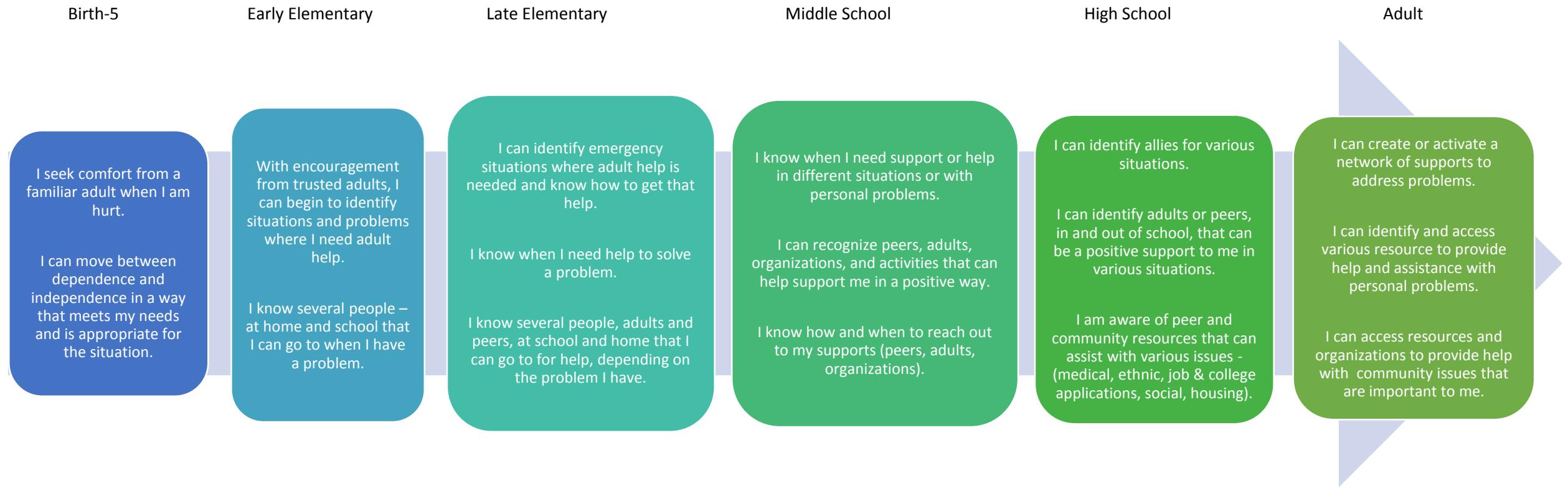


1A I can show I understand my emotions. (Resources: Emotion Wheel <https://www.simplemost.com/feeling-wheel-will-help-better-describe-emotions/>)



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1B. I can identify when help is needed and who can provide it.



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1C I can show (demonstrate) that I am aware of my own personal rights and responsibilities.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can follow rules and apply them to new situations and environments (e.g. putting coat in cubby at school and on peg at home)

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.

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.

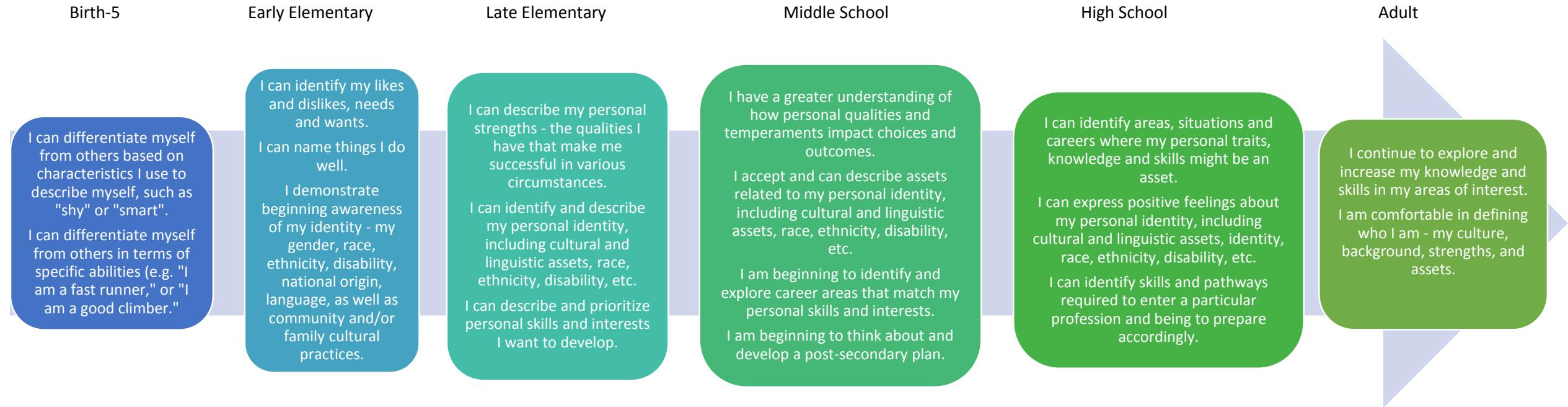
I can analyze the short and long term outcomes of safe, risky, and harmful behaviors.
I can define and accept responsibility for outcomes due to my safe, risky or harmful behaviors.
I can identify my rights in various areas of my life - school, home, community.

I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others.
I can demonstrate an ability to take responsibility for my actions, words and feelings.
I can understand and demonstrate how to speak up when my rights are violated.

I exercise the rights afforded to me as a citizen.
I take ownership of personal decisions and their related consequences or outcomes.

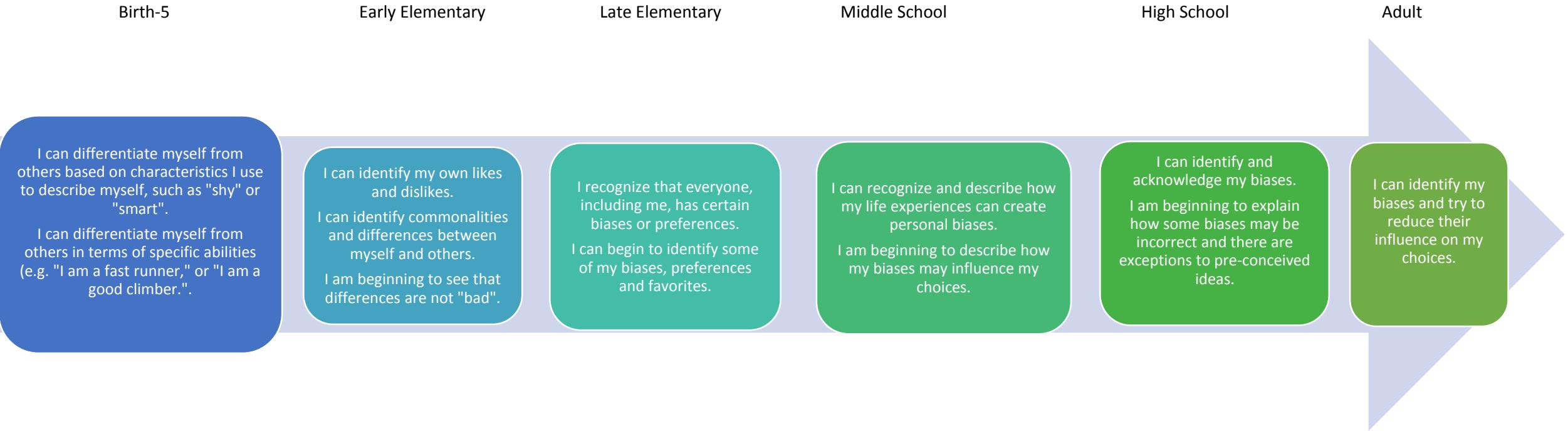
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1D I can demonstrate knowledge of my own personal strengths, cultural and linguistic assets and aspirations.



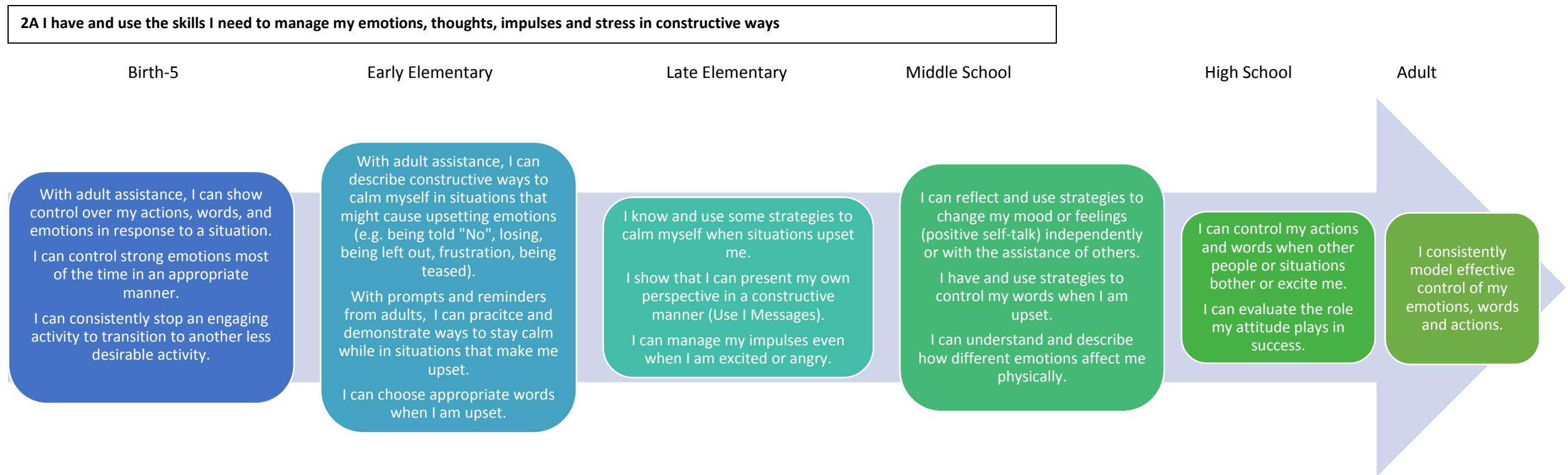
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1E I try to understand and identify my own prejudices and biases.



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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.



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2B I manage and use my materials, space, time and responsibilities effectively in the best way.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

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 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.

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.

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.

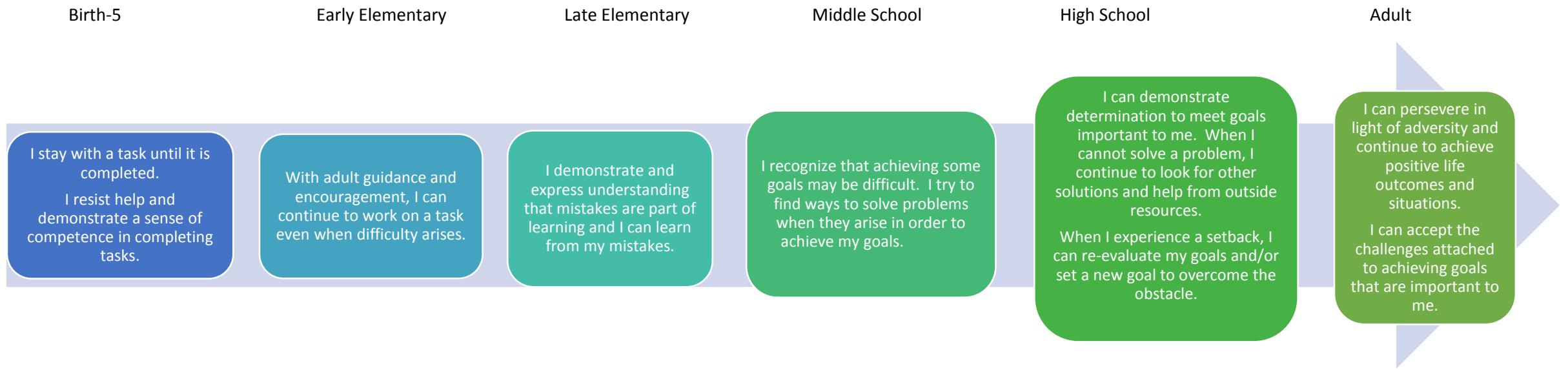
I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.
I can begin to consider long-term goals related to careers and education after high school.

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.

I can set, monitor, evaluate and adjust my short- and long-term goals for life success.

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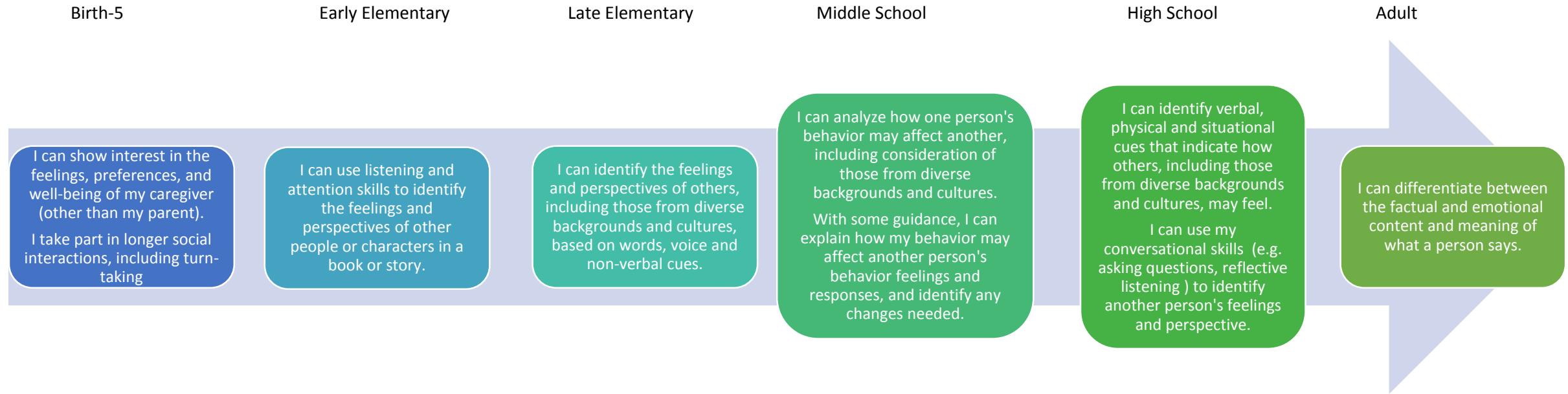
2D I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.



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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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3B I try to understand and show respect for others, including those with diverse backgrounds, cultures, abilities, languages, and identities.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can show consideraton for and cooperation with other children.

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.

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.

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.

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).

I demonstrate genuine respect for diversity.
I view diversity as an asset.

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3C I show empathy for other people's emotions and perspectives.

Definition of *empathy*

1 : the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively [explicit](#) manner also : the capacity for this the ability to understand and share the feelings of another

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.

I have a close relationship with a non-parental care giver and show interest in their feelings, preferences, and well-being.

I show consideration and cooperation with other children.

I suggest solutions to conflicts.

I can predict the causes of other children's emotions (eg she is sad because...)

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.

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.

I can ask questions when others speak to clarify how they are feeling.

I am beginning to recognize and respect that social cues and expectations may be different among various groups.

I can provide support and encouragement when others are in need.

I can read social cues and demonstrate ways to express understanding of others' opinions, even if they are different than mine.

I can differentiate between factual and emotional content of what a person says.

I can demonstrate active listening with all members of the community and reflect back on what was said.

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3D I recognize and respect leadership capacity abilities in myself and others

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can suggest solutions to conflicts.
I can make decisions with other children with adult guidance and assistance.
I can demonstrate an ability to compromise in a group
I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).

I can identify areas of strength 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.

I can identify skills needed for positive leadership.
I can be a contributing member of a group.
I can demonstrate skills needed for positive leadership.

I recognize and respond cooperatively to leadership in others.
I can describe my skills to lead a group to accomplish a task or goal.

I support the leadership of others in actions and words.
I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.

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3E I contribute productively to my school, family, workplace, and community.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I show consideration for and cooperation with other children.

I try to cooperate and help others when I can.

I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community.

I can identify a school, community or global need and generate possible solutions.
I am part of a school or community service group.

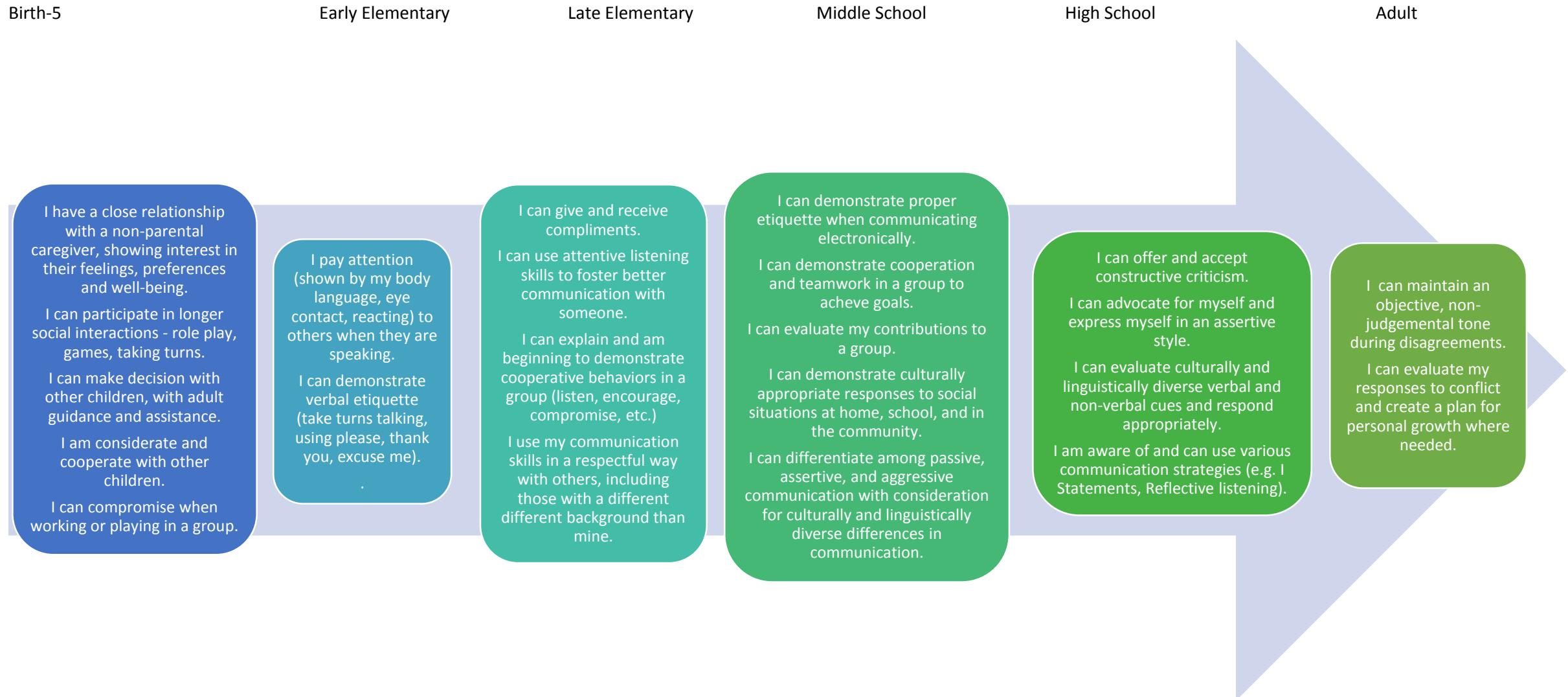
I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact.
I can explain civic participation and its impact (voting, etc.)

I fulfill my civic and community responsibilities.
I demonstrate a good work ethic that contributes to the workplace culture and activities.

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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.

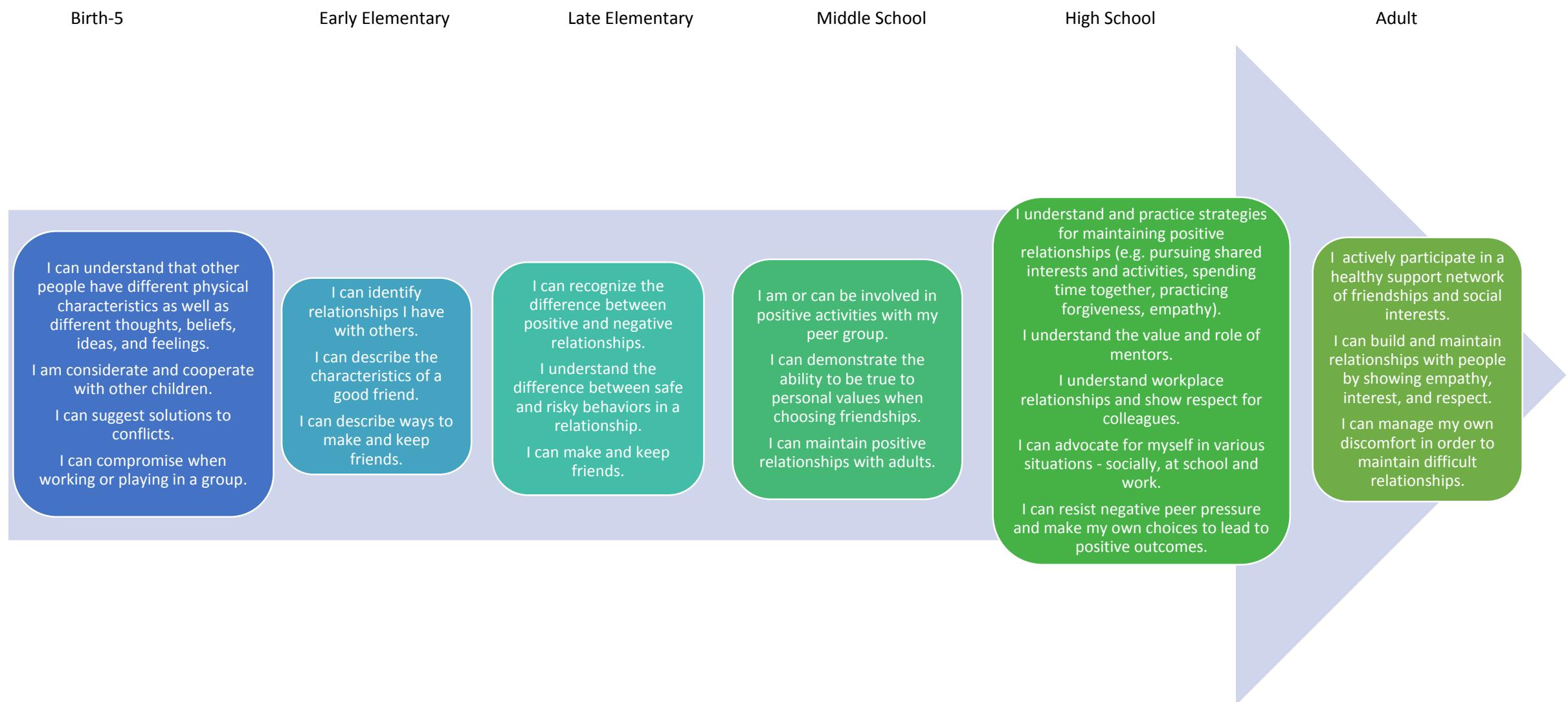
4A I use communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages and identities.



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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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4C I can demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

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.)

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 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 evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts. I access resources, as needed, to resolve conflicts and assist in problem-solving (network of peers, adults, mediators, counselors). I can understand and explain how a person's background and experiences may impact their perspective in a conflict.

I can demonstrate an ability to co-exist in civility in the face of unresolved conflict. I can use prevention, managements and reolution skills to resolve interpersonal conflicts constructively on a regular basis. I can use appropriate communication strategies when others are upset.

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4D I can recognize when others need help and demonstrate the ability to provide or seek assistance.

Birth-5

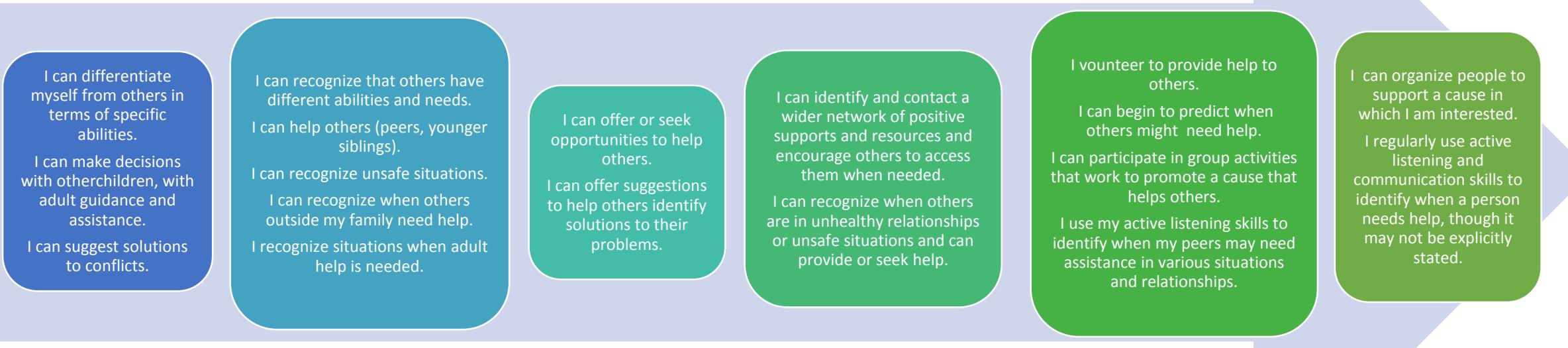
Early Elementary

Late Elementary

Middle School

High School

Adult



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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.

Birth-5

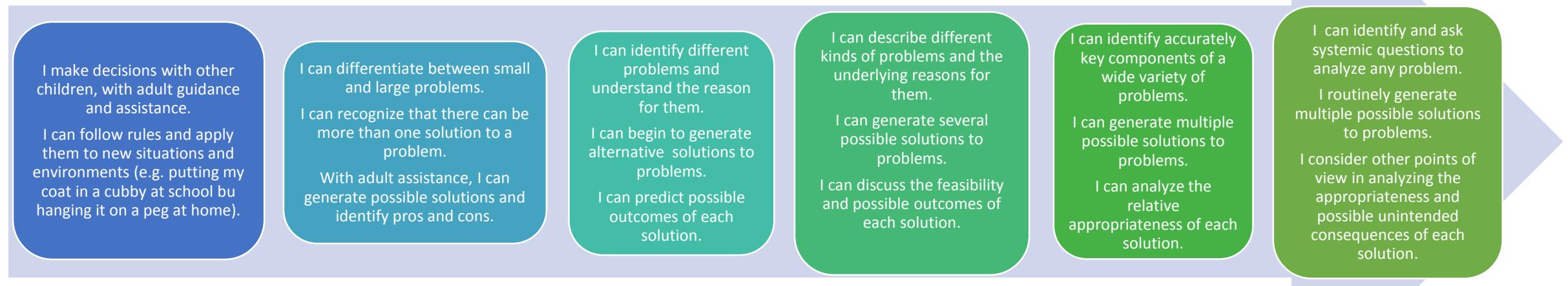
Early Elementary

Late Elementary

Middle School

High School

Adult



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5B I can use and adapt appropriate tools and strategies to solve problems.

Birth-5

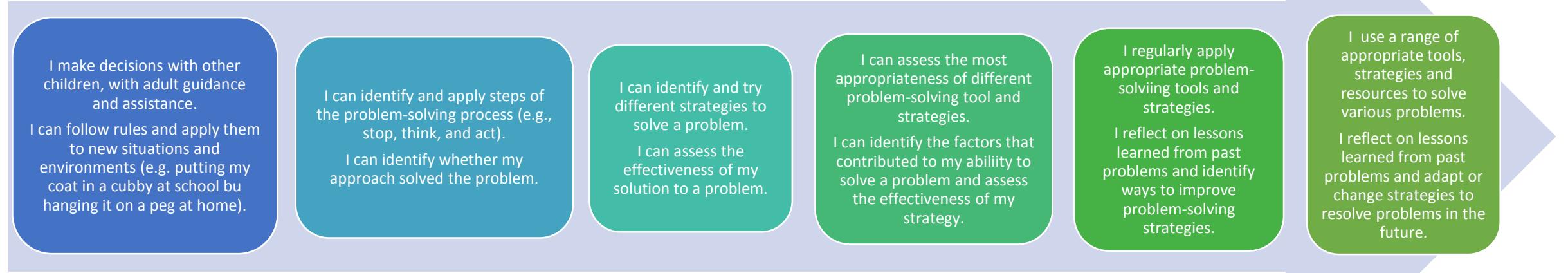
Early Elementary

Late Elementary

Middle School

High School

Adult



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5C. I can evaluate the impact of decisions on myself, others and the given situation and adjust my behavior appropriately.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

I can make decisions with other children, with adult guidance and assistance.

I can demonstrate consideration for and cooperation with other children.

I can demonstrate an ability to compromise when working or playing in a group.

I recognize that I have choices in 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.

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-term consequences.

I can evaluate the results of my decisions and admit when I have made a poor choice.

I recognize and anticipate short- and long-term consequences of decisions.

I make positive choices after weighing short- and long-term consequences.

I can acknowledge the impact of my choices.

I understand how decision-making impacts my future and affects my interpersonal relationships.

I can apply effective decision-making skills to make healthy choices and to foster positive relationships.

I take responsibility for my choices and assess lessons learned.

I can evaluate how decision-making impacts my future and affects interpersonal relationships.

I can consistently apply effective decision-making skills to make healthy life-long choices and to foster positive relationships.

I accept responsibility for my choices and incorporate lessons learned into future decisions.

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5D I consider ethical, safety, and societal factors when making choices and decisions.

Birth-5

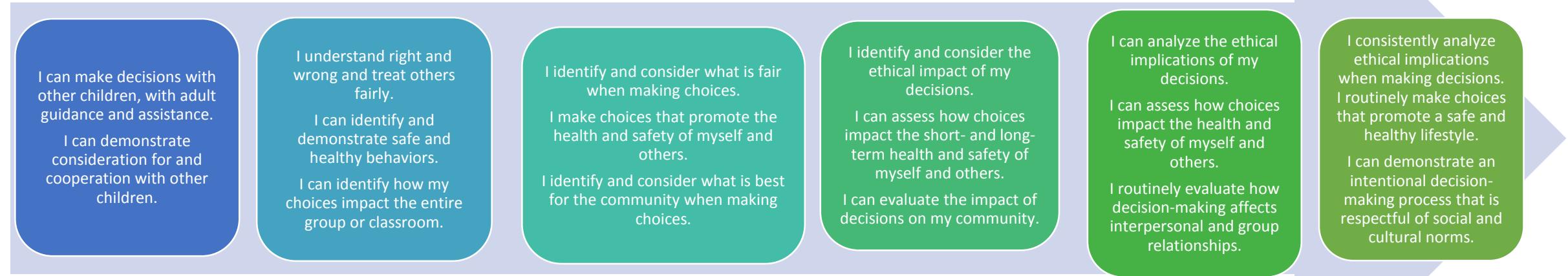
Early Elementary

Late Elementary

Middle School

High School

Adult



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5E. I can consider and respond appropriately to external influences (e.g. media, peers, authority figures) on decision-making.

Birth-5

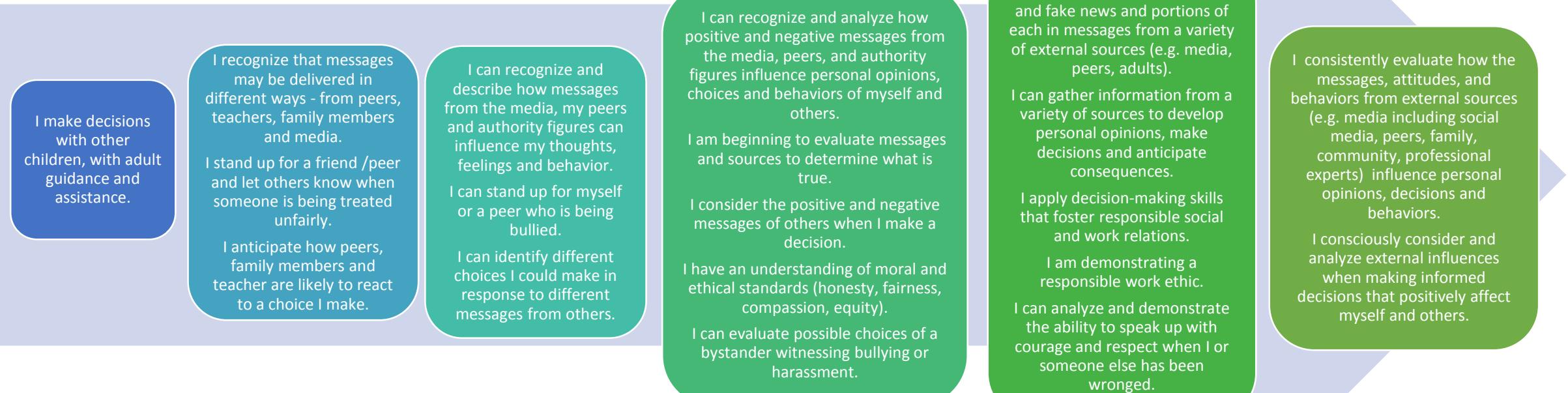
Early Elementary

Late Elementary

Middle School

High School

Adult



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