

EARLY ELEMENTARY

SELF-AWARENESS

Learning Standards	Indicators
1A. I can show I understand my emotions.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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”.

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SELF-MANAGEMENT

Learning Standards	Indicators
2A. 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">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• With adult guidance and encouragement, I can continue to work on a task even when difficulty arises.

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SOCIAL AWARENESS

Learning Standards	Indicators
3A. I can read social cues and respond appropriately.	<ul style="list-style-type: none">• I can use listening and attention skills to identify the feelings and perspectives of other people or characters in a book or story.
3B. 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">• 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.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• I can identify areas of strength in myself and others.
3E. I contribute productively to my school, family, workplace, and community	<ul style="list-style-type: none">• I try to cooperate and help others when I can.

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RELATIONSHIP SKILLS

Learning Standards	Indicators
4A. 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">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

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RESPONSIBLE DECISION MAKING

Learning Standards	Indicators
5A. I can apply problem-solving skills to engage responsibility in a variety of situations.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.