

SELF-AWARENESS

Learning Standards 1A.

I can show I understand my emotions.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can express emotions using words, signs or other methods. • I can name emotions using words, signs, or other communication methods.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I can recognize and label an even greater range of emotions, as my vocabulary grows. • I begin to recognize events and situations that will cause certain reactions in me.
High School	<ul style="list-style-type: none"> • I can label emotions with more detail as my vocabulary expands. • I can identify my areas of strengths and weaknesses and areas where I am passionate (that trigger strong emotions). • I have a good understanding and can begin to predict how I might react in various situations.
Adult	<ul style="list-style-type: none"> • I am aware of possible emotional responses I may have in new or familiar situations and topics of conversation.

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Learning Standards 1B.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I seek comfort from a familiar adult when I am hurt. • I can move between dependence and independence in a way that meets my needs and is appropriate for the situation.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I know when I need support or help in different situations or with personal problems. • I can recognize peers, adults, organizations, and activities that can help me in a positive way. • I know how and when to reach out to my supports (peers, adults, organizations).
High School	<ul style="list-style-type: none"> • I can identify allies for various situations. • I can identify adults or peers, in and out of school, that can be a positive support to me in various situations. • I am aware of peer and community resources that can assist with various issues-(medical, ethnic, job & college applications, social, housing).
Adult	<ul style="list-style-type: none"> • I can create or activate a network of supports to address problems. • I can identify and access various resource to provide help and assistance with personal problems. • I can access resources and organizations to provide help with community issues that are important to me.

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Learning Standards 1C.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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).
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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, and community.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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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SELF-AWARENESS

Learning Standards 1D.

I can demonstrate knowledge of my own personal strength, cultural and linguistic assets and aspirations.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”. • I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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, race, ethnicity, disability, etc. • I can identify skills and pathways required to enter a particular profession and begin to prepare accordingly.
Adult	<ul style="list-style-type: none"> • 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.

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SELF-AWARENESS

Learning Standards 1E.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”. • I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).
Early Elementary	<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”.
Late Elementary	<ul style="list-style-type: none"> • I recognize that everyone, including me, has certain biases or preference. • I can begin to identify some of my biases, preferences and favorites.
Middle School	<ul style="list-style-type: none"> • I can recognize and describe how my life experiences can create personal biases. • I am beginning to describe how my biases may influence my choices.
High School	<ul style="list-style-type: none"> • I can identify and acknowledge my biases. • I am beginning to explain how some biases may be incorrect and there are expectations to pre-conceived ideas.
Adult	<ul style="list-style-type: none"> • I can identify my biases and try to reduce their influence on my choices.

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SELF-MANAGEMENT

Learning Standards 2A.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> 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.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> 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.
Middle School	<ul style="list-style-type: none"> 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.
High School	<ul style="list-style-type: none"> 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.
Adult	<ul style="list-style-type: none"> I consistently model effective control of my emotions, words and actions.

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SELF-MANAGEMENT

Learning Standards 2B.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can use materials with purpose, safety and respect.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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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SELF-MANAGEMENT

Learning Standards 2C.

I have and use the skills needed to develop, evaluate, modify and achieve goals.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • I can set, monitor, evaluate and adjust my short-and-long term goals for life success.

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SELF-MANAGEMENT

Learning Standards 2D.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I stay with a task until it is completed. • I resist help and demonstrate a sense of competence in completing tasks.
Early Elementary	<ul style="list-style-type: none"> • With adult guidance and encouragement, I can continue to work on a task even when difficulty arises.
Late Elementary	<ul style="list-style-type: none"> • I demonstrate and express understanding that mistakes are part of learning and I can learn from my mistakes.
Middle School	<ul style="list-style-type: none"> • I recognize that achieving some goals may be difficult. I try to find ways to solve problems when they arise in order to achieve my goals.
High School	<ul style="list-style-type: none"> • I can demonstrate determination to meet goals important to me. When I cannot solve a problem, I continue to look for other solutions and help from outside resources. • When I experience a setback, I can re-evaluate my goals and/or set a new goal to overcome the obstacle.
Adult	<ul style="list-style-type: none"> • I can persevere in light of adversity and continue to achieve positive life outcomes and situations. • I can accept the challenges attached to achieving goals that are important to me.

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SOCIAL AWARENESS

Learning Standards 3A.

I can read social cues and respond appropriately.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can show interest in the feelings, preferences, and well-being of my caregiver (other than my parent). • I take part in longer social interactions, including turn-taking.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • I can identify the feelings and perspectives of others, including those from diverse backgrounds and cultures, based on words, voice and non-verbal cues.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • I can identify verbal, physical and situational cues that indicate how others, including those from diverse backgrounds and cultures, may feel. • I can use my conversational skills (e.g. asking questions, reflective listening) to identify another person's feelings and perspective.
Adult	<ul style="list-style-type: none"> • I can differentiate between the factual and emotional content and meaning of what a person says.

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SOCIAL AWARENESS

Learning Standards 3B.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can show consideration for and cooperation with other children.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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).
Adult	<ul style="list-style-type: none"> • I demonstrate genuine respect for diversity. • I view diversity as an asset.

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SOCIAL AWARENESS

Learning Standards 3C.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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 (e.g. she is sad because...).
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I can ask questions when others speak to clarify 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • I can demonstrate active listening with all members of the community and reflect back on what was said.

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SOCIAL AWARENESS

Learning Standards 3D.

I recognize and respect leadership capacity abilities in myself and others.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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).
Early Elementary	<ul style="list-style-type: none"> • I can identify areas of strength in myself and others.
Late Elementary	<ul style="list-style-type: none"> • I can actively participate and positively contribute to group activities led by someone else. • I can lead a group to complete a task.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • I recognize and respond cooperatively to leadership in others. • I can describe my skills to lead a group to accomplish a task or goal.
Adult	<ul style="list-style-type: none"> • 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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SOCIAL AWARENESS

Learning Standards 3E.

I contribute productively to my school, family, workplace, and community

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I show consideration for and cooperation with other children.
Early Elementary	<ul style="list-style-type: none"> • I try to cooperate and help others when I can.
Late Elementary	<ul style="list-style-type: none"> • I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community.
Middle School	<ul style="list-style-type: none"> • I can identify a school community or global need and generate possible solutions. • I am part of a school or community service group.
High School	<ul style="list-style-type: none"> • 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.)
Adult	<ul style="list-style-type: none"> • 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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RELATIONSHIP SKILLS

Learning Standards 4A.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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.
Early Elementary	<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).
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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 culturally and linguistically diverse differences in communication.
High School	<ul style="list-style-type: none"> • 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).
Adult	<ul style="list-style-type: none"> • I can maintain an objective, non-judgmental tone during disagreements. • I can evaluate my responses to conflict and create a plan for personal growth where needed.

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RELATIONSHIP SKILLS

Learning Standards 4B.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings. • I am considerate and cooperate with other children. • I can suggest solutions to conflicts. • I can compromise when working or playing in a group.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I am or can be involved in positive activities with my peer group. • I can demonstrate the ability to be true to personal values when choosing friendships. • I can maintain positive relationships with adults.
High School	<ul style="list-style-type: none"> • I understand and practices strategies for maintaining positive relationships (e.g. pursuing shared interests and activities, spending time together, practicing forgiveness, empathy). • I understand the value and role of mentors. • I understand workplace relationships and show respect for colleagues. • I can advocate for myself in various situations-socially, at school and work. • I can resist negative peer pressure and make my own choices to lead to positive outcomes.
Adult	<ul style="list-style-type: none"> • I actively participate in a healthy support network of friendship and social interests. • I can build and maintain relationships with people by showing empathy, interest, and respect. • I can manage my own discomfort in order to maintain difficult relationships.

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RELATIONSHIP SKILLS

Learning Standards 4C.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> 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.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> 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.).
Middle School	<ul style="list-style-type: none"> 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.
High School	<ul style="list-style-type: none"> 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.
Adult	<ul style="list-style-type: none"> I can demonstrate an ability to co-exist in civility in the face of unresolved conflict. I can use prevention, management and resolution skills to resolve interpersonal conflicts constructively on a regular basis. I can use appropriate communication strategies when others are upset.

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RELATIONSHIP SKILLS

Learning Standards 4D.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can differentiate myself from others in terms of specific abilities. • I can make decisions with other children, with adult guidance and assistance. • I can suggest solutions to conflicts.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • I can offer or seek opportunities to help others. • I can offer help suggestions to help others identify solutions to their problems.
Middle School	<ul style="list-style-type: none"> • I can identify and contact a wider network of positive supports and resources and encourage others to access them when needed. • I can recognize when others are in unhealthy relationships or unsafe situations and can provide or seek help.
High School	<ul style="list-style-type: none"> • I volunteer to provide help to others. • I can begin to predict when others might need help. • I can participate in group activities that work to promote a cause that help others. • I use my active listening skills to identify when my peers may need assistance in various situations and relationships.
Adult	<ul style="list-style-type: none"> • I can organize people to support a cause in which I am interested. • I regularly use active listening and communication skills to identify when a person needs help, though it may not be explicitly stated.

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RESPONSIBLE DECISION MAKING

Learning Standards 5A.

I can apply problem-solving skills to engage responsibility in a variety of situations.

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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).
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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 solution.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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.

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RESPONSIBLE DECISION MAKING

Learning Standards 5B.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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).
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • I can identify and try different strategies to solve a problem. • I can assess the effectiveness of my solution to a problem.
Middle School	<ul style="list-style-type: none"> • I can assess the most appropriateness of different problem-solving tools and strategies. • I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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.

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RESPONSIBLE DECISION MAKING

Learning Standards 5C.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • 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.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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 into future decisions.

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RESPONSIBLE DECISION MAKING

Learning Standards 5D.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I can make decisions with other children, with adult guidance and assistance. • I can demonstrate consideration for and cooperation with other children.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I identify and consider the ethical impact of my decisions. • I can assess how choices impact the short-and-long term health and safety of myself and others. • I can evaluate the impact of decisions on my community.
High School	<ul style="list-style-type: none"> • I can analyze the ethical implications of my decisions. • I can assess how choices impact the health and safety of myself and others. • I routinely evaluate how decision-making effects interpersonal and group relationships.
Adult	<ul style="list-style-type: none"> • I consistently analyze ethical implications when making decisions. • I routinely make choices that promote a safe and healthy lifestyle. • I can demonstrate an intentional decision-making process that is respectful of social and cultural norms.

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RESPONSIBLE DECISION MAKING

Learning Standards 5E.

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

GradeSpan	Indicators
Birth-5	<ul style="list-style-type: none"> • I make decisions with other children, with adult guidance and assistance.
Early Elementary	<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.
Late Elementary	<ul style="list-style-type: none"> • 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.
Middle School	<ul style="list-style-type: none"> • I can recognize and analyze how positive and negative messages from the media, 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.
High School	<ul style="list-style-type: none"> • 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.
Adult	<ul style="list-style-type: none"> • 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.

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