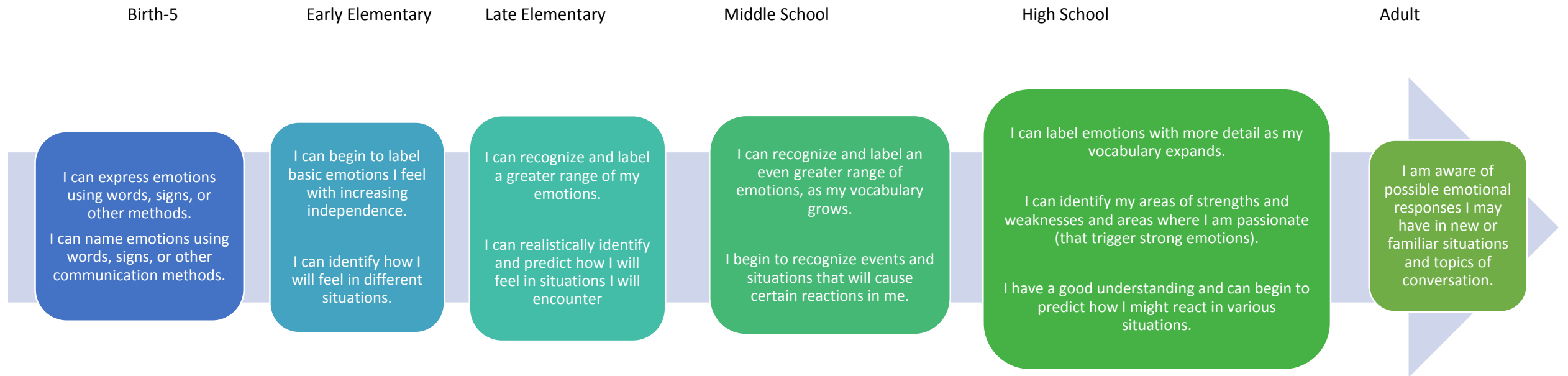
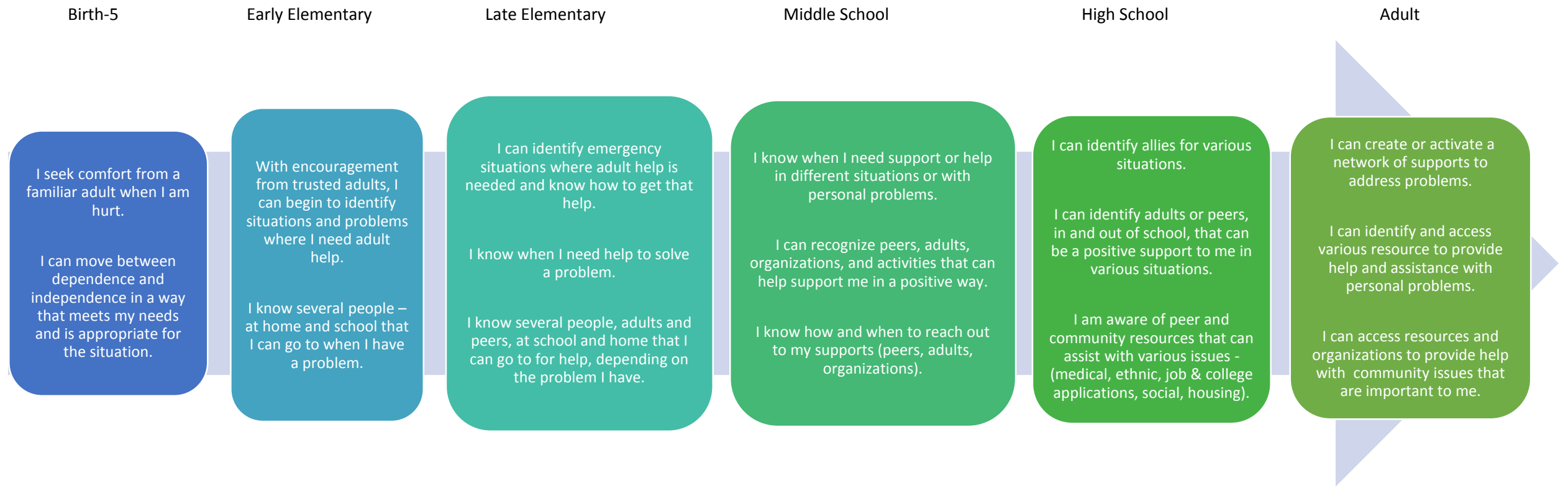


1A I can show I understand my emotions. (Resources: Emotion Wheel <https://www.simplemost.com/feeling-wheel-will-help-better-describe-emotions/>)



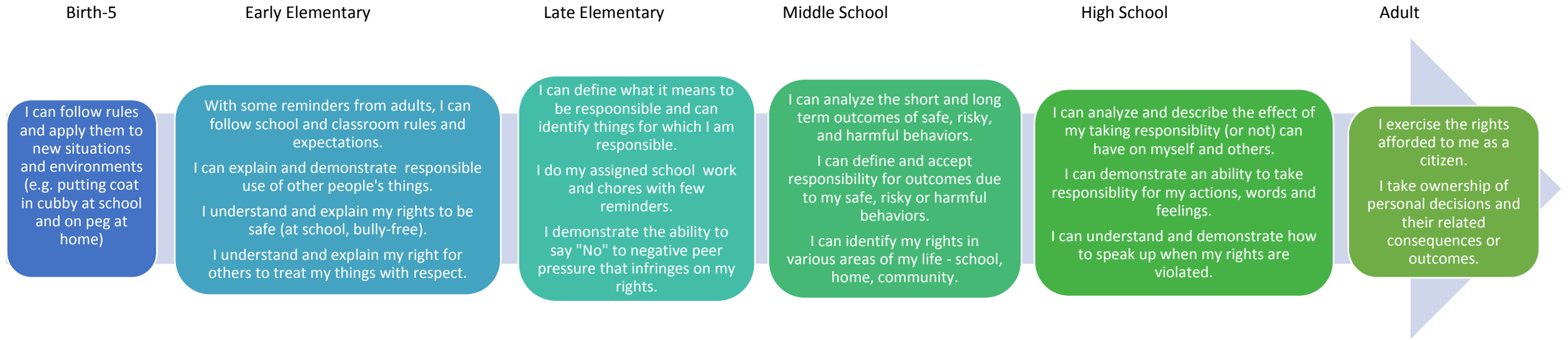
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1B. I can identify when help is needed and who can provide it.



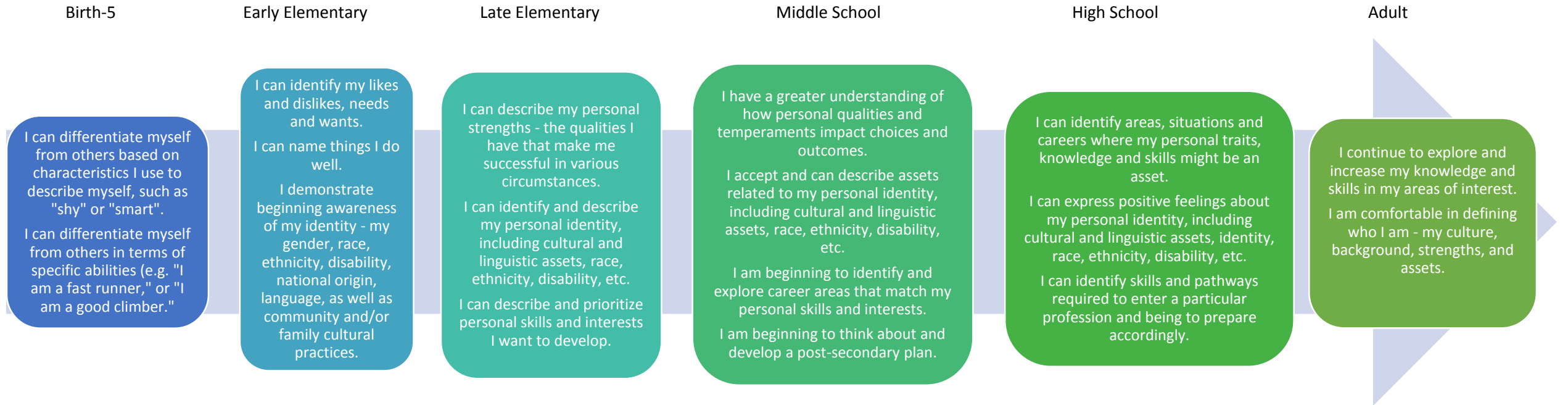
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1C I can show (demonstrate) that I am aware of my own personal rights and responsibilities.



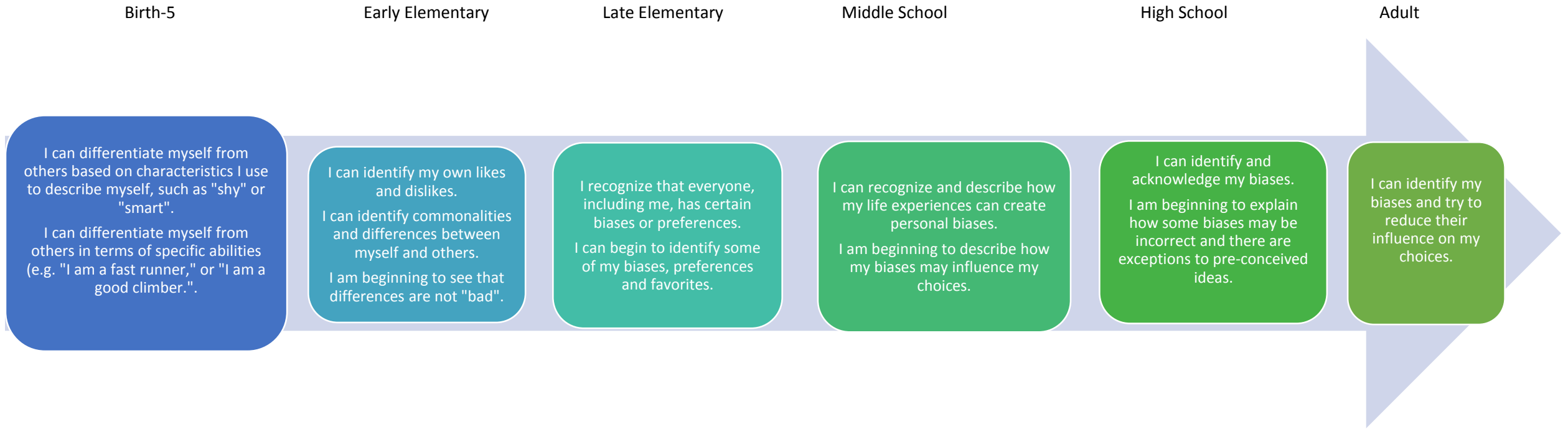
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1D I can demonstrate knowledge of my own personal strengths, cultural and linguistic assets and aspirations.



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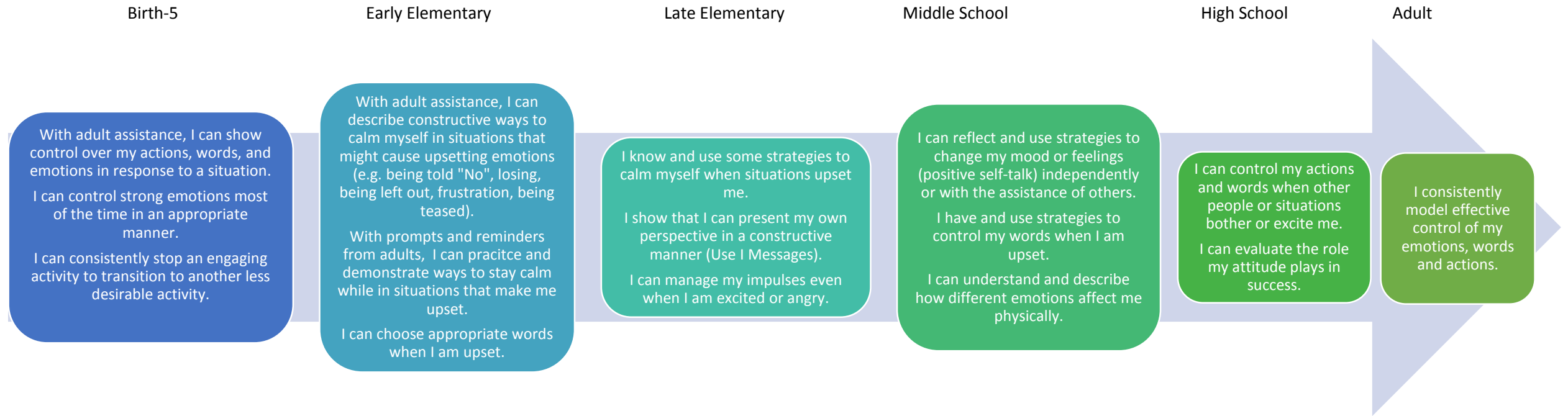
1E I try to understand and identify my own prejudices and biases.



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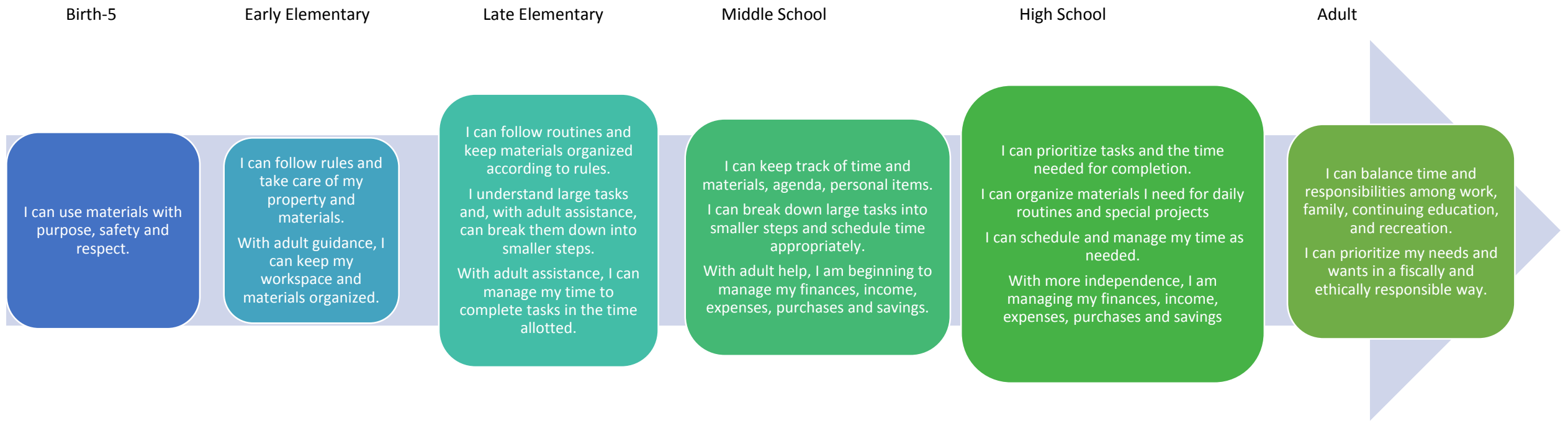
2. SELF-MANAGEMENT The ability to regulate one’s emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.

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



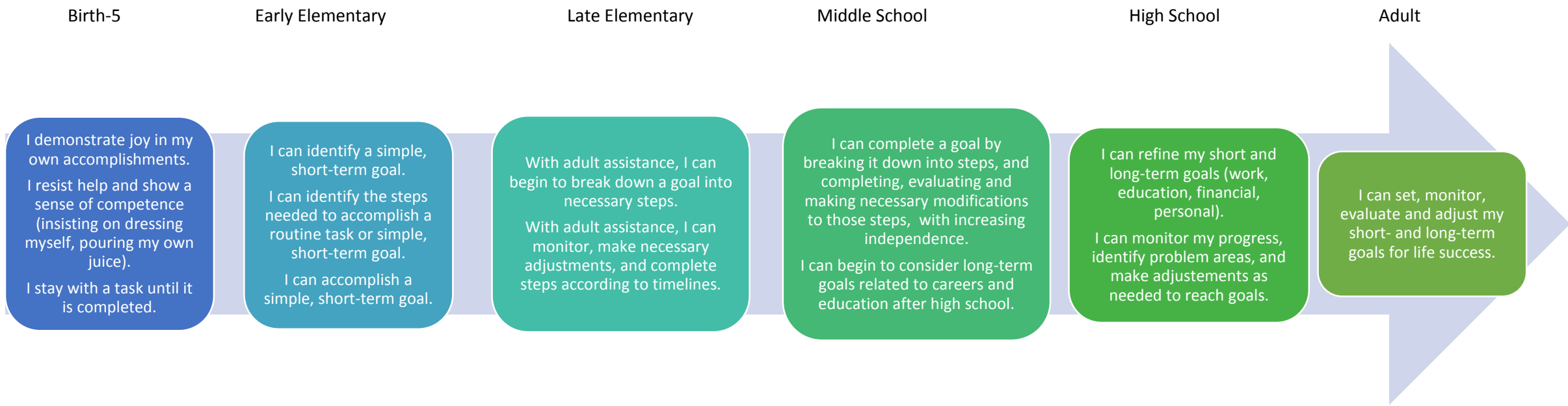
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2B I manage and use my materials, space, time and responsibilities effectively in the best way.



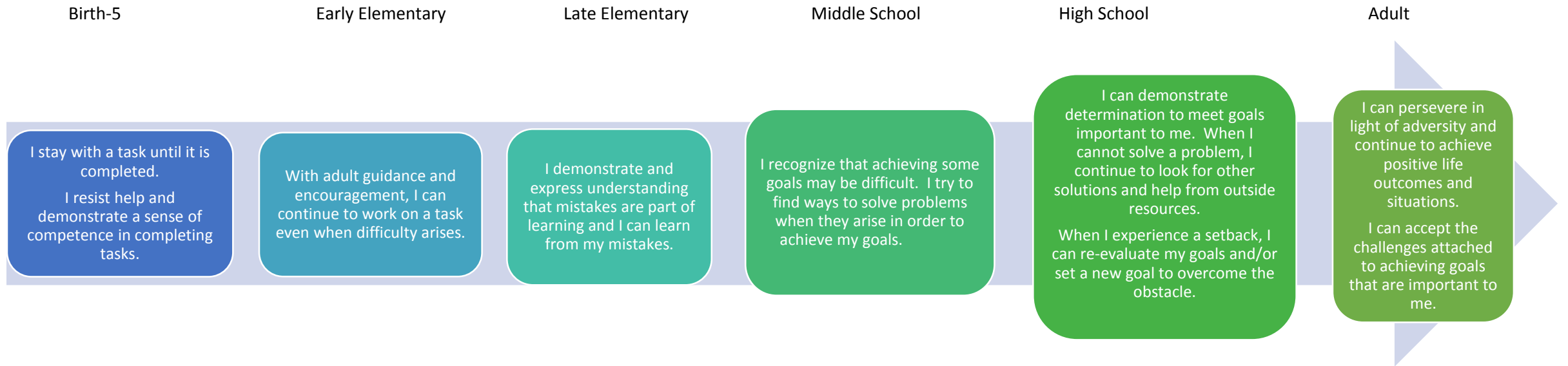
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2C I have and use the skills needed to develop, evaluate, modify and achieve goals.



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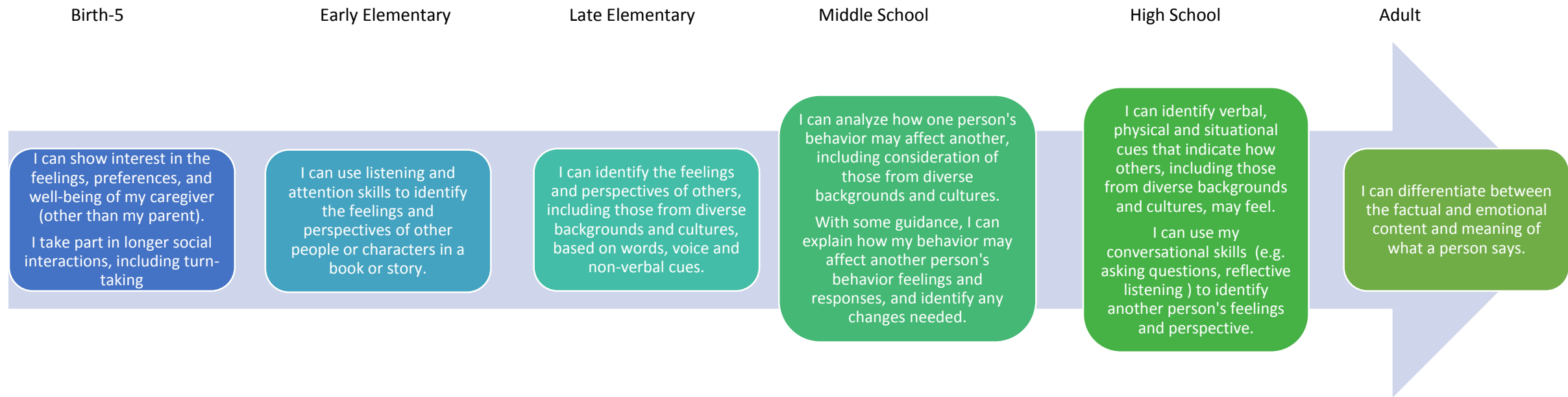
2D I show a resilient attitude and growth mindset, even in the face of adversity and challenges when problems arise.



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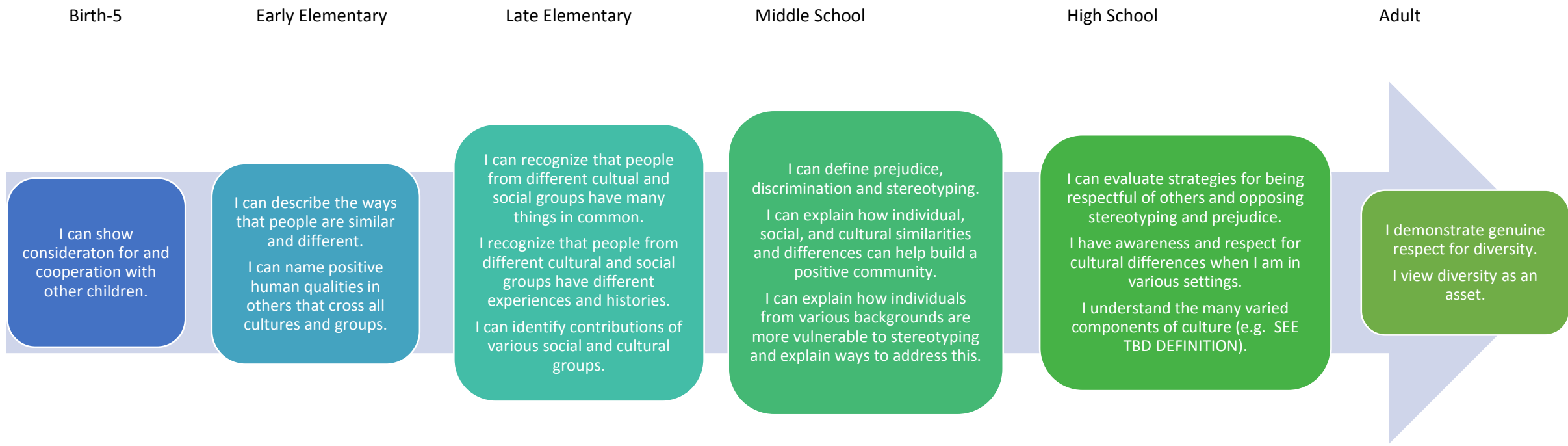
3. Social-Awareness – The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.

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.



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

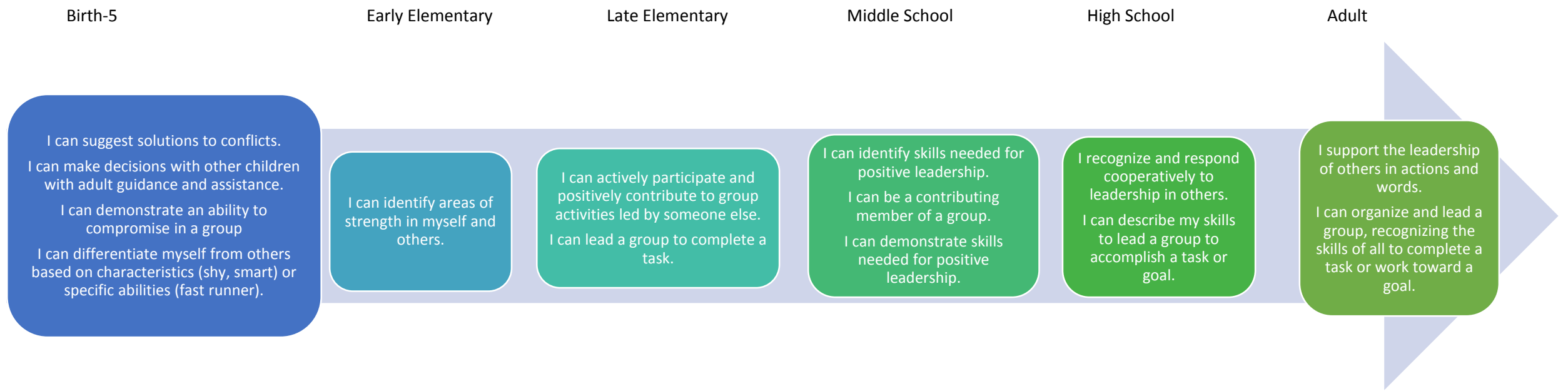
Definition of *empathy*

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



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



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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 it's 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.

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

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 decision 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).

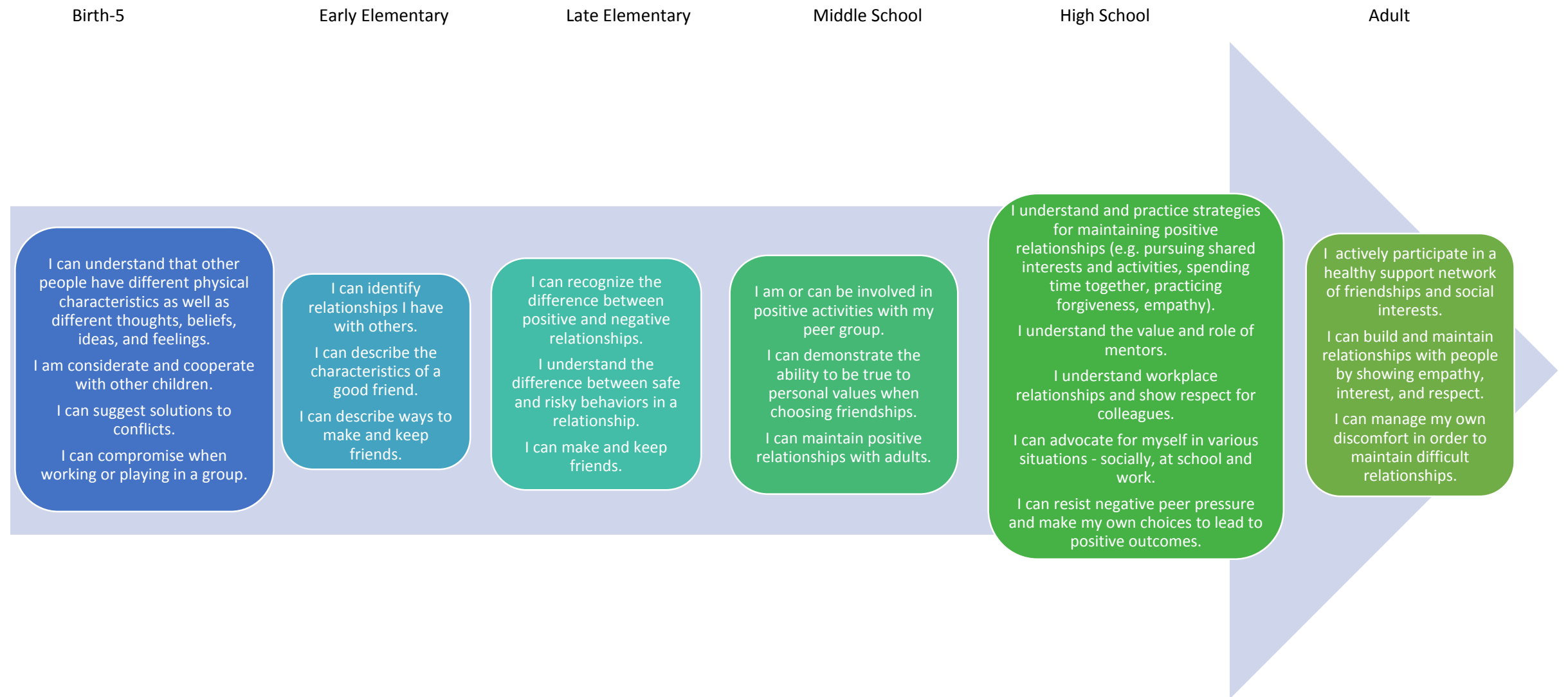
I can maintain an objective, non-judgemental tone during disagreements.

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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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, 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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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

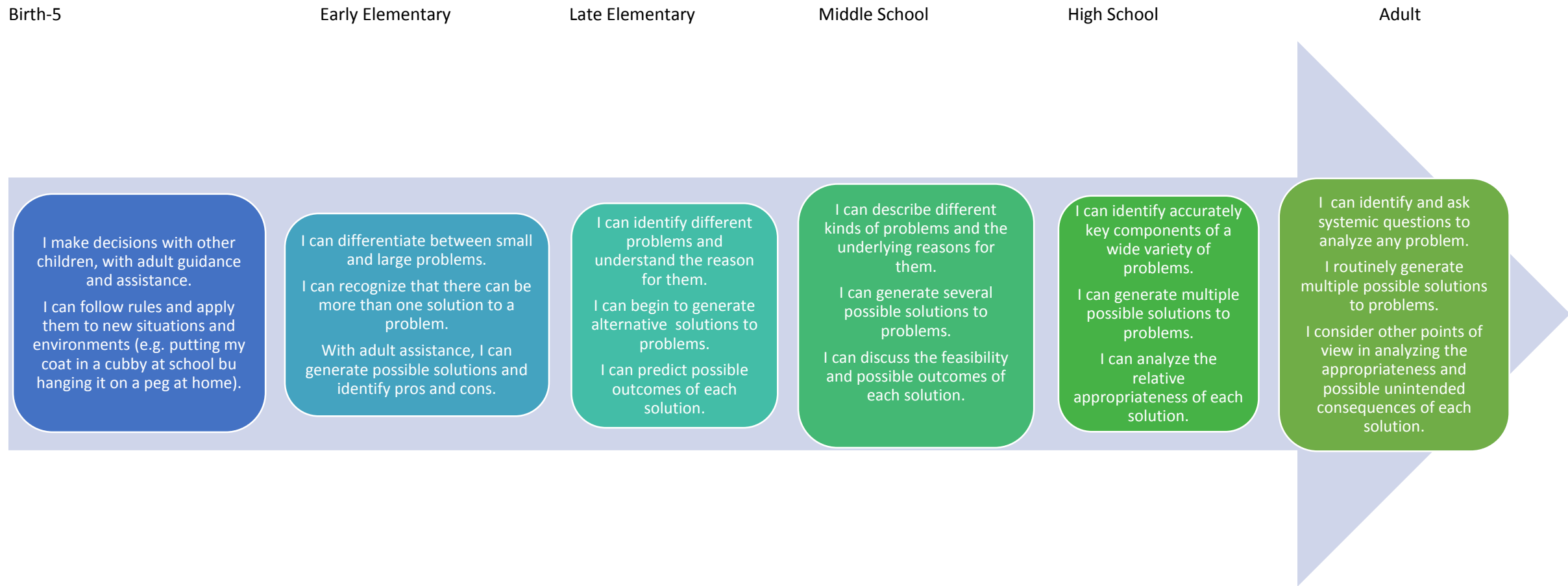
Adult



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

Birth-5

Early Elementary

Late Elementary

Middle School

High School

Adult

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 bu hanging it on a peg at home).

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.

I can identify and try different strategies to solve a problem.

I can assess the effectiveness of my solution to a problem.

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.

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.

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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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

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

I can demonstrate consideration for and cooperation with other children.

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.

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.

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.

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 affects interpersonal and group relationships.

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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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

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

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.

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.

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.

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.

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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