

## SELF-AWARENESS

### Learning Standards 1A.

**I can show I understand my emotions.**

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

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## SELF-AWARENESS

### Learning Standards 1B.

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

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

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## SELF-AWARENESS

### Learning Standards 1C.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>With some reminders from adults, I can follow school and classroom rules and expectations.</li> <li>I can explain and demonstrate responsible use of other people's things.</li> <li>I understand and explain my rights to be safe (at school, bully-free).</li> <li>I understand and explain my right for others to treat my things with respect.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>I can define what it means to be responsible and can identify things for which I am responsible.</li> <li>I do my assigned school work and chores with few reminders.</li> <li>I demonstrate the ability to say "No" to negative peer pressure that infringes on my rights.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>I can analyze the short and long term outcomes of safe, risky, and harmful behaviors.</li> <li>I can define and accept responsibility for outcomes due to my safe, risky, or harmful behaviors.</li> <li>I can identify my rights in various areas of my life-school, home, and community.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others.</li> <li>I can demonstrate an ability to take responsibility for my actions, words, and feelings.</li> <li>I can understand and demonstrate how to speak up when my rights are violated.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>I exercise the rights afforded to me as a citizen.</li> <li>I take ownership of personal decisions and their related consequences or outcomes.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”.</li> <li>• I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify my likes and dislikes, needs and wants.</li> <li>• I can name things I do well.</li> <li>• I demonstrate beginning awareness of my identity - my gender, race, ethnicity, disability, national origin, language, as well as community and/or family culture practices.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can describe my personal strengths- the qualities I have that make me successful in various circumstances.</li> <li>• I can identify and describe my personal identity including cultural and linguistic assets, race, ethnicity, disability, etc.</li> <li>• I can describe and prioritize personal skills and interests I want to develop.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I have a greater understanding of how personal qualities and temperaments impact choices and outcomes.</li> <li>• I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.</li> <li>• I am beginning to identify and explore career areas that match my personal skills and interests.</li> <li>• I am beginning to think about and develop a post-secondary plan.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can identify areas, situations and careers where my personal traits, knowledge and skills might be an asset.</li> <li>• I can express positive feelings about my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.</li> <li>• I can identify skills and pathways required to enter a particular profession and being to prepare accordingly.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I continue to explore and increase my knowledge and skills in my areas of interest.</li> <li>• I am comfortable in defining who I am- my culture, background, strengths, and assets.</li> </ul>

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## SELF-AWARENESS

### Learning Standards 1E.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can differentiate myself from others based on characteristics I use to describe myself, such as “shy” or “smart”.</li> <li>• I can differentiate myself from others in terms of specific abilities (e.g. “I am a fast runner,” or “I am a good climber”).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify my own likes and dislikes.</li> <li>• I can identify commonalities and difference between myself and others.</li> <li>• I am beginning to see that difference are not “bad”.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I recognize that everyone, including me, has certain biases or preference.</li> <li>• I can begin to identify some of my biases, preferences and favorites.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can recognize and describe how my life experiences can create personal biases.</li> <li>• I am beginning to describe how my biases may influence my choices.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can identify and acknowledge my biases.</li> <li>• I am beginning to explain how some biases may be incorrect and there are expectations to pre-conceived ideas.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can identify my biases and try to reduce their influence on my choices.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• With adult assistance, I can show control over my actions, words, and emotions in response to a situation.</li> <li>• I can control strong emotions most of the time in an appropriate manner.</li> <li>• I can consistently stop an engaging activity to transition to another less desirable activity.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• With prompts and reminders from adults, I can practice and demonstrate ways to stay calm while in situations that make me upset.</li> <li>• I can choose appropriate words when I am upset.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I know and use some strategies to calm myself when situations upset me.</li> <li>• I show that I can present my own perspective in a constructive manner (Use I Messages).</li> <li>• I can manage my impulses even when I am excited or angry.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can reflect and use strategies to change my mood or feelings (positive self-talk) independently or with the assistance of others.</li> <li>• I have and use strategies to control my words when I am upset.</li> <li>• I can understand and describe how different emotions affect me physically.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can control my actions and words when other people or situations bother or excite me.</li> <li>• I can evaluate the role my attitude plays in success.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I consistently model effective control of my emotions, words and actions.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can use materials with purpose, safety and respect.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can follow rules and take care of my property and materials.</li> <li>• With adult's guidance, I can keep my workspace and materials organized.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can follow routines and keep materials organized according to rules.</li> <li>• I understand large tasks and, with adult assistance, can break them down into smaller steps.</li> <li>• With adult assistance, I can manage my time to complete tasks in the time allotted.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can keep track of time and materials, agenda, personal items.</li> <li>• I can break down large tasks into smaller steps and schedule time appropriately.</li> <li>• With adult help, I am beginning to manage my finances, income, expenses, purchases and savings.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can prioritize tasks and the time needed for completion.</li> <li>• I can organize materials I need for daily routines and special projects.</li> <li>• I can schedule and manage my time as needed.</li> <li>• With more independence, I am managing my finances, income, expenses, purchases and savings.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can balance time and responsibilities among work, family, continuing education, and recreation.</li> <li>• I can prioritize my needs and wants in a fiscally and ethically responsible way.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I demonstrate joy in my own accomplishments.</li> <li>• I resist help and show a sense of competence (insisting on dressing myself, pouring my own juice).</li> <li>• I stay with a task until it is completed.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify a simple, short-term goal.</li> <li>• I can identify the steps needed to accomplish a routine task or simple, short-term goal.</li> <li>• I can accomplish a simple, short-term goal.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• With adult assistance, I can begin to break down a goal into necessary steps.</li> <li>• With adult assistance, I can monitor, make necessary adjustments, and complete steps according to timelines.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can complete a goal by breaking it down into steps, and completing, evaluating and making necessary modifications to those steps, with increasing independence.</li> <li>• I can begin to consider long-term goals related to careers and education after high school.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can refine my short and long-term goals (work, education, financial, personal).</li> <li>• I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can set, monitor, evaluate and adjust my short-and-long term goals for life success.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I stay with a task until it is completed.</li> <li>• I resist help and demonstrate a sense of competence in completing tasks.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• With adult guidance and encouragement, I can continue to work on a task even when difficulty arises.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I demonstrate and express understanding that mistakes are part of learning and I can learn from my mistakes.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• When I experience a setback, I can re-evaluate my goals and/or set a new goal to overcome the obstacle.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can persevere in light of adversity and continue to achieve positive life outcomes and situations.</li> <li>• I can accept the challenges attached to achieving goals that are important to me.</li> </ul>

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## SOCIAL AWARENESS

### Learning Standards 3A.

**I can read social cues and respond appropriately.**

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

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can show consideration for and cooperation with other children.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can describe the ways that people are similar and different.</li> <li>• I can name positive human qualities in others that cross all cultures and groups.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can recognize that people from different cultural and social groups have many things in common.</li> <li>• I recognize that people from different cultural and social groups have different experiences and histories.</li> <li>• I can identify contributions of various social and cultural groups.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can define prejudice, discrimination and stereotyping.</li> <li>• I can explain how individual social, and cultural similarities and differences can help build a positive community.</li> <li>• I can explain how individuals from various backgrounds are more vulnerable to stereotyping and explain ways to address this.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</li> <li>• I have awareness and respect for cultural differences when I am in various settings.</li> <li>• I understand the many varied components of culture (e.g. SEE TBD DEFINITION).</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I demonstrate genuine respect for diversity.</li> <li>• I view diversity as an asset.</li> </ul>

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## SOCIAL AWARENESS

### Learning Standards 3C.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.</li> <li>• I have a close relationship with a non-parental care giver and show interest in their feelings, preferences, and well-being.</li> <li>• I show consideration and cooperation with other children.</li> <li>• I suggest solutions to conflicts.</li> <li>• I can predict the causes of other children's emotions (e.g. she is sad because...).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify emotions others may be feeling based on their words, facial expressions and body language.</li> <li>• I can recognize words that may hurt or help others.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify feelings and perspectives of others based on their words, voice and body language.</li> <li>• I am beginning to predict how others might feel in various situations.</li> <li>• I am beginning to use attentive listening skills when others speak.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can ask questions when others speak to clarify when others speak to clarify how they are feeling.</li> <li>• I am beginning to recognize and respect that social cues and expectations may be different among various groups.</li> <li>• I can provide support and encouragement when others are in need.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can read social cues and demonstrate ways to express understanding of others' opinions, even if they are different than mine.</li> <li>• I can differentiate between factual and emotional content of what a person says.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can demonstrate active listening with all members of the community and reflect back on what was said.</li> </ul>

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## SOCIAL AWARENESS

### Learning Standards 3D.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can suggest solutions to conflicts.</li> <li>• I can make decisions with other children with adult guidance and assistance.</li> <li>• I can demonstrate an ability to compromise in a group.</li> <li>• I can differentiate myself from others based on characteristics (shy, smart) or specific abilities (fast runner).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify areas of strength in myself and others.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can actively participate and positively contribute to group activities led by someone else.</li> <li>• I can lead a group to complete a task.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can identify skills needed for positive leadership.</li> <li>• I can be a contributing member of a group.</li> <li>• I can demonstrate skills needed for positive leadership.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I recognize and respond cooperatively to leadership in others.</li> <li>• I can describe my skills to lead a group to accomplish a task or goal.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I support the leadership of others in actions and words.</li> <li>• I can organize and lead a group, recognizing the skills of all to complete a task or work toward a goal.</li> </ul>

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## SOCIAL AWARENESS

### Learning Standards 3E.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I show consideration for and cooperation with other children.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I try to cooperate and help others when I can.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can demonstrate consideration of others and a desire to contribute to the well-being of others at my school and in my community.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can identify a school community or global need and generate possible solutions.</li> <li>• I am part of a school or community service group.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact.</li> <li>• I can explain civic participation and its impact (voting, etc.)</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I fulfill my civic and community responsibilities.</li> <li>• I demonstrate a good work ethic that contributes to the workplace culture and activities.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I have a close relationship with a non-parental caregiver, showing interest in their feelings, preferences and well-being.</li> <li>• I can participate in longer social interactions - role play, games, taking turns.</li> <li>• I can make decisions with other children, with adult guidance and assistance.</li> <li>• I am considerate and cooperate with other children.</li> <li>• I can compromise when working or playing in a group.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I pay attention (shown by my body language, eye contact, reacting) to others when they are speaking.</li> <li>• I can demonstrate verbal etiquette (take turns talking, using please, thank you, excuse me).</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can give and receive compliments.</li> <li>• I can use attentive listening skills to foster better communication with someone.</li> <li>• I can explain and am beginning to demonstrate cooperative behaviors in a group (listen, encourage, compromise, etc.).</li> <li>• I use my communication skills in a respectful way with others, including those with a different background than mine.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can demonstrate proper etiquette when communicating electronically.</li> <li>• I can demonstrate cooperation and teamwork in a group to achieve goals.</li> <li>• I can evaluate my contributions to a group.</li> <li>• I can demonstrate culturally appropriate responses to social situations at home, school, and in the community.</li> <li>• I can differentiate among passive, assertive, and aggressive communication with culturally and linguistically diverse differences in communication.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can offer and accept constructive criticism.</li> <li>• I can advocate for myself and express myself in an assertive style.</li> <li>• I can evaluate culturally and linguistically diverse verbal and non-verbal cues and respond appropriately.</li> <li>• I am aware of and can use various communication strategies (e.g. I Statements, Reflective listening).</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can maintain an objective, non-judgmental tone during disagreements.</li> <li>• I can evaluate my responses to conflict and create a plan for personal growth where needed.</li> </ul>

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## RELATIONSHIP SKILLS

### Learning Standards 4B.

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

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

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• With adult assistance, I can demonstrate control over actions, words and emotions in response to a situation.</li> <li>• I can suggest solutions to conflicts.</li> <li>• I can demonstrate an ability to compromise when working or playing in a group.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify feelings in a conflict.</li> <li>• I can identify problems and conflicts commonly experienced by my peers.</li> <li>• I can begin to identify different approaches to resolving conflicts constructively.</li> <li>• I can begin to explain how my actions impact the reaction of others.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can describe the causes and consequences of conflicts.</li> <li>• I can distinguish between constructive and destructive ways to resolve conflicts.</li> <li>• I can explain and predict how my actions might impact the reaction of others.</li> <li>• I can begin to activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.).</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can evaluate strategies for preventing and resolving interpersonal problems.</li> <li>• I can begin to identify solutions so all parties in conflict might have their needs met (compromise).</li> <li>• I can identify healthy and unhealthy peer pressure.</li> <li>• I can identify, evaluate, and use strategies to resist unhealthy peer pressure.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I understand and practice active listening, “I statements” and other communication strategies to help resolve conflicts.</li> <li>• I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety.</li> <li>• I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts.</li> <li>• I access resources, as needed, to resolve conflicts and assist in problem-solving (network of peers, adults, mediators, counselors).</li> <li>• I can understand and explain how a person’s background and experiences may impact their perspective in a conflict.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can demonstrate an ability to co-exist in civility in the face of unresolved conflict.</li> <li>• I can use prevention, managements and resolution skills to resolve interpersonal conflicts constructively on a regular basis.</li> <li>• I can use appropriate communication strategies when others are upset.</li> </ul>

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

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I make decisions with other children, with adult guidance and assistance.</li> <li>• 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).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can differentiate between small and large problems.</li> <li>• I can recognize that there can be more than one solution to a problem.</li> <li>• With adult assistance, I can generate possible solutions and identify pros and cons.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify different problems and understand the reason for them.</li> <li>• I can begin to generate alternative solutions to problems.</li> <li>• I can predict possible outcomes of each solution.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can describe different kinds of problems and the underlying reasons for them.</li> <li>• I can generate several possible solutions to problems.</li> <li>• I can discuss the feasibility and possible outcomes of each solution.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I can identify accurately key components of a wide variety of problems.</li> <li>• I can generate multiple possible solutions to problems.</li> <li>• I can analyze the relative appropriateness of each solution.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can identify and ask systemic questions to analyze any problem.</li> <li>• I routinely generate multiple possible solutions to problems.</li> <li>• I consider other points of view in analyzing the appropriateness and possible unintended consequences of each solution.</li> </ul>

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## RESPONSIBLE DECISION MAKING

### Learning Standards 5B.

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

GradeSpan	Indicators
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I make decisions with other children, with adult guidance and assistance.</li> <li>• 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).</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify and apply steps of the problem-solving process (e.g., stop, think, and act).</li> <li>• I can identify whether my approach solved the problem.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can identify and try different strategies to solve a problem.</li> <li>• I can assess the effectiveness of my solution to a problem.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I can assess the most appropriateness of different problem-solving tools and strategies.</li> <li>• I can identify the factors that contributed to my ability to solve a problem and assess the effectiveness of my strategy.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I regularly apply appropriate problem-solving tools and strategies.</li> <li>• I reflect on lessons learned from past problems and identify ways to improve problem-solving strategies.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I use a range of appropriate tools, strategies and resources to solve various problems.</li> <li>• I reflect on lessons learned from past problems and adapt or change strategies to resolve problems in the future.</li> </ul>

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I can make decisions with other children, with adult guidance and assistance.</li> <li>• I can demonstrate consideration for and cooperation with other children.</li> <li>• I can demonstrate an ability to compromise when working or playing in a group.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I recognize that I have choices on how to respond to situations.</li> <li>• I understand that choices can have positive and negative effects on myself and others.</li> <li>• I make choices that benefit myself and others.</li> <li>• I recognize when I have made a poor choice.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I recognize and anticipate short-term consequences of decisions.</li> <li>• I recognize that decisions made in the short-term can have lasting consequences.</li> <li>• I make positive choices after weighing short-and long-term consequences.</li> <li>• I can evaluate the results of my decisions and admit when I have made a poor choice.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• I recognize and anticipate short – and long-term consequences of decisions.</li> <li>• I make positive choices after weighing short – and long-term consequences.</li> <li>• I can acknowledge the impact of my choices.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• I understand how decision-making impacts my future and affects my interpersonal relationships.</li> <li>• I can apply effective decision-making skills to make healthy choices and to foster positive relationships.</li> <li>• I take responsibility for my choices and assess lessons learned.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• I can evaluate how decision-making impacts my future and affects interpersonal relationships.</li> <li>• I can consistently apply effective decision-making skills to make healthy life-long choices and to foster positive relationships.</li> <li>• I accept responsibility for my choices and incorporate lessons into future decisions.</li> </ul>

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## RESPONSIBLE DECISION MAKING

### Learning Standards 5D.

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

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

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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
<b>Birth-5</b>	<ul style="list-style-type: none"> <li>• I make decisions with other children, with adult guidance and assistance.</li> </ul>
<b>Early Elementary</b>	<ul style="list-style-type: none"> <li>• I recognize that messages may be delivered in different ways - from peers, teachers, family members and media.</li> <li>• I stand up for a friend/peer and let others know when someone is being treated unfairly.</li> <li>• I anticipate how peers, family members and teachers are likely to react to a choice I make.</li> </ul>
<b>Late Elementary</b>	<ul style="list-style-type: none"> <li>• I can recognize and describe how messages from the media, my peers and authority figures can influence my thoughts, feelings and behavior.</li> <li>• I can stand up for myself or a peer who is being bullied.</li> <li>• I can identify different choices I could make in response to different messages from others.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I am beginning to evaluate messages and sources to determine what is true.</li> <li>• I consider the positive and negative messages of others when I make a decision.</li> <li>• I have an understanding of moral and ethical standards (honesty, fairness, compassion, equity).</li> <li>• I can evaluate possible choices of a bystander witnessing bullying or harassment.</li> </ul>
<b>High School</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• I can gather information from a variety of sources to develop personal opinions, make decisions and anticipate consequences.</li> <li>• I apply decision-making skills that foster responsible social and work relations.</li> <li>• I am demonstrating a responsible work ethic.</li> <li>• I can analyze and demonstrate the ability to speak up with courage and respect when I or someone else has been wronged.</li> </ul>
<b>Adult</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• I consciously consider and analyze external influences when making informed decisions that positively affect myself and others.</li> </ul>

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