Standard 1: Self-Awareness							
K	1	2	3	4	5		
dentifying Emotions							
Identify and name their own basic emotions/feelings.	Identify and name their own basic emotions/feelings.	Identify and name their own basic emotions/feelings.	Recognize differing intensity levels of their emotions.	Recognize differing intensity levels of their emotions.	Recognize differing intensity levels of their emotions.		
Identify situations that might elicit emotions/feelings.	Identify situations that might elicit emotions/feelings.	Identify situations that might elicit emotions/feelings.	Identify how thoughts and emotions influence behavior.	Identify how thoughts and emotions influence behavior.	Identify how thoughts and emotions influence behavior.		
			Describe a range of emotions and the situations that cause those emotions.	Describe a range of emotions and the situations that cause those emotions.	Describe a range of emotions and the situations that cause those emotions.		
Accurate Self-Pero	ception						
Identify likes and dislikes.	Identify likes and dislikes.	Identify likes and dislikes.	Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.	Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.	Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.		
Describe things they do well.	Describe things they do well.	Describe things they do well.	Describe the personal qualities they possess that make them	Describe the personal qualities they possess that make them successful members of their school community.	Describe the personal qualities they possess that make them		

Describe an activity/task in which they may need help in order to be successful.	Describe an activity/task in which they may need help in order to be successful.	Describe an activity/task in which they may need help in order to be successful.	Describe personal skills and interests that they want to develop.	Describe personal skills and interests that they want to develop.	Describe personal skills and interests that they want to develop.
Self-Confidence					
Demonstrate positive self-talk when participating in challenging tasks.	Demonstrate positive self-talk when participating in challenging tasks.	Demonstrate positive self-talk when participating in challenging tasks.	Identify positive qualities about themselves.	Identify positive qualities about themselves.	Identify positive qualities about themselves.
Demonstrate willingness to try new things.	Demonstrate willingness to try new things.	Demonstrate willingness to try new things.	Express positive beliefs in one's ability to achieve.	Express positive beliefs in one's ability to achieve.	Express positive beliefs in one's ability to achieve.
Actively participate in, question, and contribute to the learning process.	Actively participate in, question, and contribute to the learning process.	Actively participate in, question, and contribute to the learning process.	Actively participate, question, and contribute.	Actively participate, question, and contribute.	Actively participate, question, and contribute.

Standard 2: Self-Management								
K	1	2	3	4	5			
Impulse Control								
Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe	emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.  Demonstrate productive self-regulating strategies to process emotions and reframe			
thoughts and behaviors.  Stress Managemen	thoughts and behaviors.	thoughts and behaviors.	thoughts and behaviors.	thoughts and behaviors.	thoughts and behaviors.			
Identify stressors that result in physical or emotional responses.	Identify stressors that result in physical or emotional responses.	Identify stressors that result in physical or emotional responses.	Identify stressors that result in physical or emotional responses.	Identify stressors that result in physical or emotional responses.	Identify stressors that result in physical or emotional responses.			
Identify healthy practices to manage response to stressful situations.	Identify healthy practices to manage response to stressful situations.	Identify healthy practices to manage response to stressful situations.	Identify healthy practices that can minimize response to stress and promote physical and mental wellness.	Identify healthy practices that can minimize response to stress and promote physical and mental wellness.	Identify healthy practices that can minimize response to stress and promote physical and mental wellness.			
Apply healthy practices to handle situations that cause stress.	Apply healthy practices to handle situations that cause stress.	Apply healthy practices to handle situations that cause stress.	Communicate the need for assistance to manage stress as needed.	Communicate the need for assistance to manage stress as needed.	Communicate the need for assistance to manage stress as needed.			

Communicate the	Communicate the	Communicate the	Demonstrate	Demonstrate	Demonstrate
need for assistance	need for assistance	need for assistance	constructive ways to	constructive ways to	constructive ways to
to manage stress as	to manage stress as	to manage stress as	handle situations	handle situations	handle situations
needed.	needed.	needed.	that cause stress.	that cause stress.	that cause stress.
Self-Discipline and	Self-Motivation	I		l	
Demonstrate the					
ability to stay					
actively engaged					
and persist in					
activities.	activities.	activities.	activities.	activities.	activities.
5 ( ( ) )	D ( ( ) 1377	5 ( ) ( )	5 ( ) 1377	D ( ) 133	<b>D</b> ( ) ( ) ( ) ( )
Demonstrate ability					
to delay immediate gratification.					
grauncauon.	gratilication.	gratilication.	gratilication.	gratilication.	gratilication.
			Accept mistakes as	Accept mistakes as	Accept mistakes as
			part of learning.	part of learning.	part of learning.
			Dama an atrata tha	Down a material at the	Demonstrate the
			Demonstrate the	Demonstrate the	
			ability to take initiative.	ability to take initiative.	ability to take initiative.
			iiilialive.	iiilialive.	ilitiative.
			Demonstrate ability	Demonstrate ability	Demonstrate ability
			to work	to work	to work
			independently.	independently.	independently.
<b>Goal Setting</b>					

Demonstrate the ability to identify a simple goal.	Demonstrate the ability to identify a simple goal.	Demonstrate the ability to identify a simple goal.	Demonstrate the ability to identify a simple goal.	Demonstrate the ability to identify a simple goal.	Demonstrate the ability to identify a simple goal.
Implement steps toward a goal including identifying resources needed.	Implement steps toward a goal including identifying resources needed.	Implement steps toward a goal including identifying resources needed.	Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.	Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.	Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.
Monitor progress toward a goal and adjust as needed.	Monitor progress toward a goal and adjust as needed.	Monitor progress toward a goal and adjust as needed.	Reflect on process and outcome of goal setting.	Reflect on process and outcome of goal setting.	Reflect on process and outcome of goal setting.
Organizational Sk	ills				
Demonstrate skills that keep personal items organized.	Demonstrate skills that keep personal items organized.	Demonstrate skills that keep personal items organized.	Demonstrate skills that keep personal items organized.	Demonstrate skills that keep personal items organized.	Demonstrate skills that keep personal items organized.
Demonstrate ability to manage time and tasks.	Demonstrate ability to manage time and tasks.	Demonstrate ability to manage time and tasks.			

Standard 3: S	Standard 3: Social Awareness							
К	1	2	3	4	5			
Perspective Taking	Perspective Taking & Empathy							
Demonstrate awareness that others may have different thoughts or feelings from oneself.	Demonstrate awareness that others may have different thoughts or feelings from oneself.	Demonstrate awareness that others may have different thoughts or feelings from oneself.	Recognize differing points of view and perspectives.	Recognize differing points of view and perspectives.	Recognize differing points of view and perspectives.			
Identify and interpret social cues (verbal and nonverbal) to determine how others feel.	social cues (verbal and nonverbal) to determine how others feel.	and nonverbal) to determine how others feel.	Identify and interpret social cues (verbal and nonverbal) to determine how others feel.	Identify and interpret social cues (verbal and nonverbal) to determine how others feel.	social cues (verbal and nonverbal) to determine how others feel.			
Identify and connect with the feelings of others without judgement.	Identify and connect with the feelings of others without judgement.	Identify and connect with the feelings of others without judgement.	Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).	Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).	Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).			
<b>Appreciating Dive</b>	rsity and Respect fo	or Others						
Identify ways that people are alike and different from self, and at the same time valuing those differences.	Identify ways that people are alike and different from self, and at the same time valuing those differences.	Identify ways that people are alike and different from self, and at the same time valuing those differences.	Identify ways that people are alike and different from self.	Identify ways that people are alike and different from self.	Identify ways that people are alike and different from self.			
Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	Identify contributions of various social and cultural groups.	Identify contributions of various social and cultural groups.	Identify contributions of various social and cultural groups.			
Interact effectively with those who are similar and different from oneself.	Interact effectively with those who are similar and different from oneself.	Interact effectively with those who are similar and different from oneself.	Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	feelings, wishes,	Demonstrate consideration for the feelings, wishes, rights, and traditions of others.			

			Work/interact effectively with those who are similar and different from oneself.	Work/interact effectively with those who are similar and different from oneself.	Work/interact effectively with those who are similar and different from oneself.
Civic Engagment					
Perform roles that contribute to the overall functioning and enhancement of their classroom and school.	Perform roles that contribute to the overall functioning and enhancement of their classroom and school.	Perform roles that contribute to the overall functioning and enhancement of their classroom and school.	Identify and perform roles that contribute to one's family, school and community.	Identify and perform roles that contribute to one's family, school and community.	Identify and perform roles that contribute to one's family, school and community.
Recognize the definition of a community and that they have a role in that community.	Recognize the definition of a community and that they have a role in that community.	Recognize the definition of a community and that they have a role in that community.	Recognize each individual is part of numerous communities. Identify strategies for improving those	Recognize each individual is part of numerous communities. Identify strategies for improving those	Recognize each individual is part of numerous communities. Identify strategies for improving those
Students develop awareness of career options and opportunities.	Students develop awareness of career options and opportunities.	Students develop awareness of career options and opportunities.	Students develop awareness of career options and opportunities.	Students develop awareness of career options and opportunities.	Students develop awareness of career options and opportunities.
Connect self- managemnt and relationship skills to the world of work.	Connect self- managemnt and relationship skills to the world of work.	Connect self- managemnt and relationship skills to the world of work.	Connect self- managemnt and relationship skills to the world of work.	Connect self- managemnt and relationship skills to the world of work.	Connect self- managemnt and relationship skills to the world of work.
Connect personal interests to different career options.	Connect personal interests to different career options.	Connect personal interests to different career options.	Recognize there are multiple pathways towards the world of work.	Recognize there are multiple pathways towards the world of work.	Recognize there are multiple pathways towards the world of work.

Standard 4: Relationship Skills									
K	1	2	3	4	5				
Communication	Communication								
Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.	• Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.	Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.	Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings.	Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings.	Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings.				
• Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others.	• Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others.	• Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others.	• Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.	• Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.	• Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.				
Attentively listen and respond to the feelings, ideas, and requests of others.	Attentively listen and respond to the feelings, ideas, and requests of others.	Attentively listen and respond to the feelings, ideas, and requests of others.	Attentively listen and respond to the feelings, ideas, and requests of others.	Attentively listen and respond to the feelings, ideas, and requests of others.	Attentively listen and respond to the feelings, ideas, and requests of others.				
Respond attentively and/or with empathy to others.	Respond attentively and/or with empathy to others.	Respond attentively and/or with empathy to others.	Respond attentively and/or with empathy to others.	Respond attentively and/or with empathy to others.	Respond attentively and/or with empathy to others.				
Social Engagemen	t								

Initiate and engage in social interactions with peers and adults.	Initiate and engage in social interactions with peers and adults.	Initiate and engage in social interactions with peers and adults.	Initiate and engage in social interactions with peers and adults	Initiate and engage in social interactions with peers and adults	Initiate and engage in social interactions with peers and adults
Demonstrate social behaviors that are appropriate to the situation and environment.	Demonstrate social behaviors that are appropriate to the situation and environment.	Demonstrate social behaviors that are appropriate to the situation and environment.			
Relationship Build	ing		Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media	Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media	Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media
Identify and demonstrate traits of healthy friendships.	Identify and demonstrate traits of healthy friendships.	Identify and demonstrate traits of healthy friendships.	Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.	Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.	Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.
Identify and recognize behaviors that are hurtful and/or not safe	Identify and recognize behaviors that are hurtful and/or not safe	Identify and recognize behaviors that are hurtful and/or not safe	• Identify and apply strategies for handling relationships that are not safe, healthy, or positive.	<ul> <li>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</li> </ul>	• Identify and apply strategies for handling relationships that are not safe, healthy, or positive.
Demonstrate skills to maintain safety of self and others.	Demonstrate skills to maintain safety of self and others.	Demonstrate skills to maintain safety of self and others.	• Express interest and appreciation for others.	• Express interest and appreciation for others.	• Express interest and appreciation for others.
Teamwork					

Cooperate with others in group activities (shares and takes turns).	Cooperate with others in group activities (shares and takes turns).	Cooperate with others in group activities (shares and takes turns).	Demonstrate cooperative behaviors with others (listen, encourage, acknowledge	Demonstrate cooperative behaviors with others (listen, encourage, acknowledge	Demonstrate cooperative behaviors with others (listen, encourage, acknowledge
			opinions, compromise, reach consensus).	opinions, compromise, reach consensus).	opinions, compromise, reach consensus).
Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.  Demonstrate graciousness in winning and losing.	Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.  Demonstrate graciousness in winning and losing.	Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.  Demonstrate graciousness in winning and losing.	Recognize and support others with different abilities in group activities.	Recognize and support others with different abilities in group activities.	Recognize and support others with different abilities in group activities.
<b>Bullying Prevention</b>	on and Response *A	dded			
Distinguish between bullying situations and peer conflict.	Distinguish between bullying situations and peer conflict.	Distinguish between bullying situations and peer conflict.	Distinguish between bullying situations and peer conflict.	Distinguish between bullying situations and peer conflict.	Distinguish between bullying situations and peer conflict.
Understand how to appropriately respond to bullying stiuations.	Understands how to appropriately respond to bullying stiuations.	Understands how to appropriately respond to bullying stiuations.	Understands how to appropriately respond to bullying stiuations.	Understands how to appropriately respond to bullying stiuations.	Understands how to appropriately respond to bullying stiuations.

Standard 5: Responsible Decision Making & Personal Safety							
K	1	2	3	4	5		
Identifying Problems							
Identify choices and decisions that one makes in daily life.	Identify choices and decisions that one makes in daily life.	Identify choices and decisions that one makes in daily life.	Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, just or unjust, etc.)	Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, just or unjust, etc.)	Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, just or unjust, etc.)		
Identify choices that may result in a problem.	Identify choices that may result in a problem.	Identify choices that may result in a problem.	Identify choices that may result in a problem.	Identify choices that may result in a problem.	Identify choices that may result in a problem.		
Recognize when a situation is a problem and what makes it a problem.	Recognize when a situation is a problem and what makes it a problem.	Recognize when a situation is a problem and what makes it a problem.					
<b>Analyzing Situatio</b>	ns & Solving Probl	ems					
Identify possible choices that one has and how to respond	Identify possible choices that one has and how to respond	Identify possible choices that one has and how to respond	Identify the possible positive and negative effects a decision could have on themselves and others.	Identify the possible positive and negative effects a decision could have on themselves and others.	Identify the possible positive and negative effects a decision could have on themselves and others.		
Identify the possible positive and negative consequences a decision could have on themselves and others.	Identify the possible positive and negative consequences a decision could have on themselves and others.	Identify the possible positive and negative consequences a decision could have on themselves and others.	Identify situations that require assistance from an adult.	Identify situations that require assistance from an adult.	Identify situations that require assistance from an adult.		

Identify situations that require assistance from an adult.  Apply choice and	Identify situations that require assistance from an adult.  Apply choice and	Identify situations that require assistance from an adult.  Apply choice and	Identify situations when peer pressure influences decisions.  Apply choices and	Identify situations when peer pressure influences decisions.  Apply choices and	Identify situations when peer pressure influences decisions.  Apply choices and
accept responsibility for outcome.	accept responsibility for outcome.	accept responsibility for outcome.	acept responsibility for outcome.	acept responsibility for outcome.	acept responsibility for outcome.
<b>Evaluating &amp; Refl</b>	ecting				
Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).	Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).	Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).	of choices on self and others (Did it work? Was it fair? How was each	of choices on self and others (Did it work? Was it fair? How was each	Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?).
Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)	Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)	Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)	Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)	Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)	Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?)
<b>Ethical Responsibi</b>	llity				
Demonstrates awareness of equity, justice, fairness, and respect that positively impacts school and community.	Demonstrates awareness of equity, justice, fairness, and respect that positively impacts school and community.	Demonstrates awareness of equity, justice, fairness, and respect that positively impacts school and community.	Demonstrates awareness of equity, justice, fairness, and respect that positively impacts school and community.	respect that positively impacts school and community.	Demonstrates awareness of equity, justice, fairness, and respect that positively impacts school and community.
Accept ownership for actions.					

			Demonstrate and understanding of the consequences of one's actions and how it impacts others.	Demonstrate and understanding of the consequences of one's actions and how it impacts others.	Demonstrate and understanding of the consequences of one's actions and how it impacts others.
B.E. Personal Safety *Added					
me, your body belongs to you: understanding bodily autonomy and consent. Identify the difference between appropriate and inappropriate touch. Identify characteristics of safe adults and name safe adults to	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.  Identify the difference between appropriate and inappropriate touch.  Identify characteristics of safe adults and name safe adults to	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.  Identify the difference between appropriate and inappropriate touch.  Identify characteristics of safe adults and name safe adults to	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.  Identify the difference between appropriate and inappropriate touch.  Identify characteristics of safe adults and name safe adults to	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent. Identify the difference between appropriate and inappropriate touch. Identify characteristics of safe adults and name safe adults to	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.  Identify the difference between appropriate and inappropriate touch.  Identify characteristics of safe adults and name safe adults to
ask for help.	ask for help.	ask for help.	ask for help.	ask for help.	ask for help.