

Standard 1: Self-Awareness

K	1	2	3	4	5
Identifying 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-Perception					
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 successful members of their school community.	Describe the personal qualities they possess that make them successful members of their school community.	Describe the personal qualities they possess that make them successful members of their school community.

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.	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	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.	Demonstrate 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.	Demonstrate 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.	Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.
Stress Management					
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 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.	Demonstrate constructive ways to handle situations that cause stress.	Demonstrate constructive ways to handle situations that cause stress.	Demonstrate constructive ways to handle situations that cause stress.
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Self-Discipline and Self-Motivation

Demonstrate the ability to stay actively engaged and persist in activities.	Demonstrate the ability to stay actively engaged and persist in activities.	Demonstrate the ability to stay actively engaged and persist in activities.	Demonstrate the ability to stay actively engaged and persist in activities.	Demonstrate the ability to stay actively engaged and persist in activities.	Demonstrate the ability to stay actively engaged and persist in activities.
Demonstrate ability to delay immediate gratification.	Demonstrate ability to delay immediate gratification.	Demonstrate ability to delay immediate gratification.	Demonstrate ability to delay immediate gratification.	Demonstrate ability to delay immediate gratification.	Demonstrate ability to delay immediate gratification.
			Accept mistakes as part of learning.	Accept mistakes as part of learning.	Accept mistakes as part of learning.
			Demonstrate the ability to take initiative.	Demonstrate the ability to take initiative.	Demonstrate the ability to take initiative.
			Demonstrate ability to work independently.	Demonstrate ability to work independently.	Demonstrate ability to work independently.

Goal Setting

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Standard 3: Social Awareness

K	1	2	3	4	5
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.	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.	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.	Identify and interpret 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).
Appreciating Diversity and Respect for 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.	Demonstrate consideration for the feelings, wishes, rights, and traditions of others.	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 communities.	Recognize each individual is part of numerous communities. Identify strategies for improving those communities.	Recognize each individual is part of numerous communities. Identify strategies for improving those communities.
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					
<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. 	<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. 	<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. 	<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings. 	<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings. 	<ul style="list-style-type: none"> Recognize facial expressions, body language, gestures, words, and tone of voice of others to understand others' thoughts and feelings.
<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. 	<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. 	<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. 	<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways. 	<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways. 	<ul style="list-style-type: none"> Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.
<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others. 	<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others. 	<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others. 	<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others. 	<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others. 	<ul style="list-style-type: none"> Attentively listen and respond to the feelings, ideas, and requests of others.
<ul style="list-style-type: none"> Respond attentively and/or with empathy to others. 	<ul style="list-style-type: none"> Respond attentively and/or with empathy to others. 	<ul style="list-style-type: none"> Respond attentively and/or with empathy to others. 	<ul style="list-style-type: none"> Respond attentively and/or with empathy to others. 	<ul style="list-style-type: none"> Respond attentively and/or with empathy to others. 	<ul style="list-style-type: none"> Respond attentively and/or with empathy to others.
Social Engagement					

• 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.	• 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.
			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
Relationship Building					
• 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.	• Identify and apply strategies for handling relationships that are not safe, healthy, or positive.	• 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					

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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.			
Analyzing Situations & Solving Problems					
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.

			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.
<u>B.E. Personal Safety *Added</u>					
My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.	My body belongs to me, your body belongs to you: understanding bodily autonomy and consent.
Identify the difference between appropriate and inappropriate touch.	Identify the difference between appropriate and inappropriate touch.	Identify the difference between appropriate and inappropriate touch.	Identify the difference between appropriate and inappropriate touch.	Identify the difference between appropriate and inappropriate touch.	Identify the difference between appropriate and inappropriate touch.
Identify characteristics of safe adults and name safe adults to ask for help.	Identify characteristics of safe adults and name safe adults to ask for help.	Identify characteristics of safe adults and name safe adults to ask for help.	Identify characteristics of safe adults and name safe adults to ask for help.	Identify characteristics of safe adults and name safe adults to ask for help.	Identify characteristics of safe adults and name safe adults to ask for help.