

# PK-2 Social Emotional Learning Standards

Category	Standard	Performance Indicator/I Can Statement
<b>Safe</b>	<ul style="list-style-type: none"> <li>❖ Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>❖ Use effective oral and written communication skills and listening skills.</li> <li>❖ Demonstrate ability to assume responsibility.</li> <li>❖ Demonstrate self-discipline and self-control.</li> <li>❖ Demonstrate effective coping skills when faced with a problem.</li> <li>❖ Demonstrate personal safety skills.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use my words to get my needs met. I can use whole body listening.</li> <li><input type="checkbox"/> I can take responsibility for my actions.</li> <li><input type="checkbox"/> I can manage my body. I can manage emotions. I can demonstrate self control.</li> <li><input type="checkbox"/> I can identify my feelings. I can use strategies.</li> <li><input type="checkbox"/> I can maintain a safe body.</li> </ul>
<b>Taking Responsibility</b>	<ul style="list-style-type: none"> <li>❖ Self- confidence in ability to succeed.</li> <li>❖ Understanding that post secondary and life- long learning are necessary for long term success.</li> <li>❖ Belief in using abilities to their fullest to achieve high quality results and outcomes.</li> <li>❖ Demonstrate ability to assume responsibility.</li> <li>❖ Demonstrate critical thinking skills to make informed decisions.</li> <li>❖ Use time-management, organizational and study skills.</li> <li>❖ Apply self-motivation and self-direction to learning.</li> <li>❖ Apply media and technology skills.</li> <li>❖ Set high standards of quality.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can show self-confidence.</li> <li><input type="checkbox"/> I can be successful.</li> <li><input type="checkbox"/> I can be a lifelong learner.</li> <li><input type="checkbox"/> I can use effective effort</li> <li><input type="checkbox"/> I can take responsibility.</li> <li><input type="checkbox"/> I can make positive choices.</li> <li><input type="checkbox"/> I can be creative.</li> <li><input type="checkbox"/> I can manage my time effectively.</li> <li><input type="checkbox"/> I can organize my learning environment.</li> <li><input type="checkbox"/> I can use study skills.</li> <li><input type="checkbox"/> I can be independent.</li> <li><input type="checkbox"/> I can use an iPad.</li> <li><input type="checkbox"/> I can use technology.</li> <li><input type="checkbox"/> I can be a responsible digital citizen</li> <li><input type="checkbox"/> I can hold myself accountable.</li> <li><input type="checkbox"/> I can set my own high expectations.</li> <li><input type="checkbox"/> I can set long and short term goals. I can</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Identify long and short term, career, and social/emotional goals.</li> <li>❖ Actively engage in challenging coursework.</li> <li>❖ Gather evidence and consider multiple perspectives to make informed decisions.</li> <li>❖ Participate in enrichment and extracurricular activities.</li> <li>❖ Demonstrate ability to work independently.</li> <li>❖ Demonstrate perseverance to achieve long and short term goals.</li> <li>❖ Demonstrate ability to overcome barriers to learning.</li> <li>❖ Demonstrate the ability to balance school, home, and community activities.</li> </ul>	<p>explore options.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can have a growth mindset.</li> <li><input type="checkbox"/> I can understand others' perspectives.</li> <li><input type="checkbox"/> I can show empathy.</li> <li><input type="checkbox"/> I can try new things.</li> <li><input type="checkbox"/> I can explore a variety of activities.</li> <li><input type="checkbox"/> I can work independently.</li> <li><input type="checkbox"/> I can show perseverance to achieve my goals.</li> <li><input type="checkbox"/> I can be an active participant in my family.</li> <li><input type="checkbox"/> I can be an active participant in my school community.</li> <li><input type="checkbox"/> I can be an active participant in my community.</li> </ul>
<b>Accepting</b>	<ul style="list-style-type: none"> <li>❖ Sense of belonging in the school environment.</li> <li>❖ Create positive and supportive relationships with other students.</li> <li>❖ Create relationships with adults that support success</li> <li>❖ Demonstrates empathy</li> <li>❖ Demonstrate ethical decision making and social responsibility.</li> <li>❖ Demonstrate ability to delay immediate gratification for long term rewards.</li> <li>❖ Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can make and keep friends.</li> <li><input type="checkbox"/> I can have positive relationships with a variety of adults.</li> <li><input type="checkbox"/> I can have empathy.</li> <li><input type="checkbox"/> I can show empathy.</li> <li><input type="checkbox"/> I can be trusted.</li> <li><input type="checkbox"/> I can be patient.</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>❖ Positive attitude toward work and learning.</li> <li>❖ Use effective collaboration and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can have a growth mindset.</li> <li><input type="checkbox"/> I can be a lifelong learner.</li> <li><input type="checkbox"/> I can work well with peers to complete</li> </ul>

	<p>cooperation skills.</p> <ul style="list-style-type: none"> <li>❖ Use leadership and teamwork skills to work effectively in diverse teams</li> <li>❖ Use leadership and teamwork skills to work effectively in diverse teams</li> <li>❖ Demonstrate advocacy skills and ability to assert self, when necessary.</li> <li>❖ Demonstrate advocacy skills and ability to assert self, when necessary.</li> </ul>	<p>tasks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can be a good friend</li> <li><input type="checkbox"/> I can be a leader.</li> <li><input type="checkbox"/> I can work with others</li> <li><input type="checkbox"/> I can ask for help. I ask for what I need and want respectfully. I can use Talk, Walk, Tell.</li> <li><input type="checkbox"/> I can have expected behaviors in a variety of situations.</li> </ul>
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# Grades 3-5 Social Emotional Learning Standards

Category	Standard	Performance Indicator/I Can Statement
<b>Academic Development</b>	<ul style="list-style-type: none"> <li>❖ Demonstrate executive functioning skills for academic success</li> <li>❖ Demonstrate self-regulation skills needed for academic achievement</li> <li>❖ Demonstrate key skills for learning to form the foundation for academic success.</li> <li>❖ Demonstrate how effort and persistence positively affect learning</li> <li>❖ Demonstrate communication skills to know when and how to ask for help when needed</li> <li>❖ Demonstrate taking responsibility for actions</li> <li>❖ Demonstrate the ability to work both independently and cooperatively with other students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can exhibit self-awareness.</li> <li><input type="checkbox"/> I can show inhibition.</li> <li><input type="checkbox"/> I can use non-verbal working memory.</li> <li><input type="checkbox"/> I can use verbal working memory.</li> <li><input type="checkbox"/> I can show emotional self-regulation.</li> <li><input type="checkbox"/> I can show self-motivation.</li> <li><input type="checkbox"/> I can plan and problem solve.</li> <li><input type="checkbox"/> I can use effective effort and persistence</li> <li><input type="checkbox"/> I can communicate effectively to ask for help</li> <li><input type="checkbox"/> I can own my behavior</li> <li><input type="checkbox"/> I can work alone or within a group cooperatively</li> </ul>
<b>Career Development</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate interpersonal skills central to success in the workplace, including empathy, emotion management, and problem-solving.</li> <li><input type="checkbox"/> Demonstrate key communication</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can show empathy</li> <li><input type="checkbox"/> I can express my emotions adaptively</li> <li><input type="checkbox"/> I can creatively problem solve</li> <li><input type="checkbox"/> I can communicate effectively with a partner</li> </ul>

	<p>and partner interaction skills</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate how to interact and work cooperatively in teams</li> <li><input type="checkbox"/> Demonstrate how to make decisions</li> <li><input type="checkbox"/> Demonstrate how to set goals</li> <li><input type="checkbox"/> Demonstrate an understanding of the importance of planning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can make decisions</li> <li><input type="checkbox"/> I can set goals</li> <li><input type="checkbox"/> I can plan projects and tasks effectively</li> </ul>
<p><b>Personal/Social Development</b></p>	<ul style="list-style-type: none"> <li>❖ Demonstrate social and academic success.</li> <li>❖ Demonstrate social-emotional success</li> <li>❖ Demonstrate the skills related to making and keeping friends.</li> <li>❖ Learn the goal-setting process</li> <li>❖ Understand change is a part of growth</li> <li>❖ Distinguish between appropriate and inappropriate behavior</li> <li>❖ Understand the need for self-control and how to practice it</li> <li>❖ Demonstrate cooperative behavior in groups</li> <li>❖ Recognize that everyone has rights and responsibilities</li>   <li>❖ Respect alternative points of view</li> <li>❖ Recognize, accept, respect, and appreciate individual differences</li> <li>❖ Recognize, accept, and appreciate ethnic and cultural diversity</li> <li>❖ Use effective communication skills</li> <li>❖ Know that communication involves speaking, listening, and nonverbal behavior</li> <li>❖ Learn how to make and keep friends</li> <li>❖ Use a decision-making and problem-solving model</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can succeed socially and academically</li> <li><input type="checkbox"/> I can succeed socially and emotionally</li> <li><input type="checkbox"/> I can show skills required to make good friends</li> <li><input type="checkbox"/> I can set goals</li> <li><input type="checkbox"/> I can accept change</li> <li><input type="checkbox"/> I can explain appropriate and inappropriate behavior</li> <li><input type="checkbox"/> I can show self-control</li> <li><input type="checkbox"/> I can cooperate in groups</li> <li><input type="checkbox"/> I can accept other people's rights and responsibilities</li> <li><input type="checkbox"/> I can accept other people's points of view</li> <li><input type="checkbox"/> I can accept differences in people</li> <li><input type="checkbox"/> I can accept people who are other ethnicities than my own</li> <li><input type="checkbox"/> I can communicate effectively and in an adaptive manner</li> <li><input type="checkbox"/> I can communicate and recognize communication while speaking, listening and using nonverbal behaviors</li> <li><input type="checkbox"/> I can make and keep friends</li> <li><input type="checkbox"/> I can utilize a decision making model to solve problems</li> </ul>

- ❖ Understand consequences of decisions and choices
- ❖ Identify alternative solutions to a problem
- ❖ Develop effective coping skills for dealing with problems
- ❖ Demonstrate when, where, and how to seek help for solving problems and making decisions
- ❖ Know how to apply conflict-resolution skills
- ❖ Demonstrate a respect and appreciation for individual and cultural differences
- ❖ Know when peer pressure is influencing a decision
- ❖ Identify long- and short-term goals
- ❖ Identify alternative ways of achieving goals
- ❖ Use persistence and perseverance in acquiring knowledge and skills
- ❖ Develop an action plan to set and achieve realistic goals
- ❖ Identify resource people in the school and community and know how to seek their help
- ❖ Apply effective problem-solving and decision making skills to make safe and healthy choices
- ❖ Learn about the emotional and physical dangers of substance use and abuse
- ❖ Learn how to cope with peer pressure
- ❖ Learn techniques for managing stress
- ❖ Learn coping skills for managing life events

- I can understand the consequences of my choices and behavior
- I can recognize different solutions to problems
- I can cope with problems
- I can seek appropriate help to solve problems
- I can utilize conflict-resolution skills
- I can show respect for cultural differences
- I can recognize peer pressure
- I can know the difference between making short and long term goals
- I can utilize different strategies to achieve goals
- I can use persistence and perseverance in acquiring knowledge and skills
- I can make a plan to achieve goals
- I can find people in school and the community to help me reach my goals
- I can use my problem solving skills to make healthy choices
- I can identify the dangers of substance use
- I can deal with peer pressure
- I can identify ways to manage stress
- I can identify coping skills for dealing with life's challenges



# Grades 6-8 Social Emotional Learning Standards

Category	Standard	Performance Indicator/I Can Statement
<b>Academic Development</b>	<ul style="list-style-type: none"> <li>❖ Demonstrate how effort and persistence positively affect learning</li> <li>❖ Use communications skills to know when and how to ask for help when needed</li> <li>❖ Achieve School Success</li> <li>❖ Take responsibility for their actions</li> <li>❖ Demonstrate the ability to work both independently and cooperatively with other students</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can work hard and ask for help when I need it</li> <li><input type="checkbox"/> I can own my academic and social behaviors to get along with peers and teachers.</li> <li><input type="checkbox"/> I can do well and succeed in my classes</li> <li><input type="checkbox"/> I can manage my emotions, and apply emotion management and problem solving to learning (self-regulated learning).</li> </ul>
<b>Career Development</b>	<ul style="list-style-type: none"> <li>❖ Learn how to interact and work cooperatively in teams</li> <li>❖ Learn how to make decisions</li> <li>❖ Learn how to set goals</li> <li>❖ Understand the importance of planning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can show empathy, communication, and emotion management, plus</li> <li><input type="checkbox"/> I can use decision-making, problem-solving and goal-setting skills.</li> <li><input type="checkbox"/> I can plan ahead for big projects</li> </ul>
<b>Personal/Social Development</b>	<ul style="list-style-type: none"> <li>❖ Learn the goal-setting process</li> <li>❖ Understand change is a part of growth</li> <li>❖ Identify and express feelings</li> <li>❖ Distinguish between appropriate and inappropriate behavior</li> <li>❖ Understand the need for self-control and how to practice it</li> <li>❖ Demonstrate cooperative behavior in groups</li> <li>❖ Recognize that everyone has rights and responsibilities</li> <li>❖ Respect alternative points of view</li> <li>❖ Recognize, accept, respect, and appreciate individual differences</li> <li>❖ Use effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can set goals</li> <li><input type="checkbox"/> I accept change</li> <li><input type="checkbox"/> I can show and identify my feelings adaptively.</li> <li><input type="checkbox"/> I can behave appropriately in different situations.</li> <li><input type="checkbox"/> I can control my emotions.</li> <li><input type="checkbox"/> I can cooperate in groups</li> <li><input type="checkbox"/> I can understand others' needs.</li> <li><input type="checkbox"/> I can listen to others' opinions.</li> <li><input type="checkbox"/> I can work well with peers even if their value set is different than mine.</li> <li><input type="checkbox"/> I can make my needs known by communicating verbally and non verbally</li> </ul>



	<ul style="list-style-type: none"> <li>❖ Know that communication involves speaking, listening, and nonverbal behavior</li> <li>❖ Learn how to make and keep friends</li> <li>❖ Use a decision-making and problem-solving model</li> <li>❖ Understand consequences of decisions and choices</li> <li>❖ Identify alternative solutions to a problem</li> <li>❖ Develop effective coping skills for dealing with problems</li> <li>❖ Demonstrate when, where, and how to seek help for solving problems and making decisions</li> <li>❖ Know how to apply conflict-resolution skills</li> <li>❖ Demonstrate a respect and appreciation for individual and cultural differences</li> <li>❖ Know when peer pressure is influencing a decision and short-term goals</li> <li>❖ Identify alternative ways of achieving goals</li> <li>❖ Use persistence and perseverance in acquiring knowledge and skills</li> <li>❖ Develop an action plan to set and achieve realistic goals</li> <li>❖ Acquire Personal Safety Skills</li> <li>❖ Identify resource people in the school and community and know how to seek their help</li> <li>❖ Apply effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>❖ Learn about the emotional and physical dangers of substance use and abuse</li> <li>❖ Learn how to cope with peer pressure</li> <li>❖ Learn techniques for managing stress and conflict</li> <li>❖ Learn coping skills for managing life events</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can listen to others.</li> <li><input type="checkbox"/> I can be a good friend</li> <li><input type="checkbox"/> I can solve problems and make decisions effectively.</li> <li><input type="checkbox"/> I can own the consequences of my choices</li> <li><input type="checkbox"/> I can use different solutions to problems</li> <li><input type="checkbox"/> I know where to go and who to go to, to receive help in different situations</li> <li><input type="checkbox"/> I can appreciate and respect differences in people</li> <li><input type="checkbox"/> I can avoid peer pressure.</li> <li><input type="checkbox"/> I can use different strategies to achieve goals</li> <li><input type="checkbox"/> I can persevere in different situations</li> <li><input type="checkbox"/> I can make a plan to achieve goals</li> <li><input type="checkbox"/> I can use skills to keep my body safe</li> <li><input type="checkbox"/> I can name people who I can go to if needed.</li> <li><input type="checkbox"/> I can make healthy choices and utilize problem-solving skills to make them.</li> <li><input type="checkbox"/> I can identify the dangers of substance use and abuse.</li> <li><input type="checkbox"/> I can deal with peer pressure.</li> <li><input type="checkbox"/> I can manage stressful situations which may involve conflict.</li> <li><input type="checkbox"/> I can deal with a myriad of life events</li> </ul>
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