Standard 1: Students will demonstrate attitudes, knowledge, and skills associated with successful learning.

To achieve this standard, kindergarten students will:
- Complete one-step tasks independently, and
- Work cooperatively with others, including listening, raising hands, taking turns, and sharing materials.

To achieve this standard, 1st grade students will:
- Demonstrate the ability to follow simple one- and two-step directions independently,
- Begin to use the organizing tasks necessary for getting materials to school and turning in assignments,
- Develop the ability to work effectively in pairs, and
- Begin to learn how to ask for help as a learner when needed.

To achieve this standard, 2nd grade students will:
- Demonstrate the ability to follow multi-step directions independently,
- Continue to use the organizing tasks necessary for getting materials to school and turning in assignments,
- Demonstrate the ability to work independently in pairs, and
- Demonstrate the ability to ask for help as a learner when needed.

To achieve this standard, 3rd grade students will:
- Begin to learn how to respond to testing situations,
- Begin to acquire the skills needed to take materials home for completing homework assignments and preparing for classroom tests,
- Begin to develop skills for budgeting time for completing academic assignments, both in and out of school,
- Begin to demonstrate the ability to work effectively in groups of three or more, and
- Begin to identify strengths as a learner.

To achieve this standard, 4th grade students will:
- Reflect on one’s experiences with testing situations and identify strategies for improvement,
- Demonstrate the ability to take materials home for completing homework assignments and prepare for classroom tests,
- Continue to develop skills for budgeting time for completing academic assignments, both in and out of school,
- Demonstrate the ability to work effectively in large and small groups, and
- Review and reflect upon one’s strengths and needs as a learner.
To achieve this standard, 5th grade students will:
- Continue to reflect upon one’s experiences with testing situations and implement strategies for improvement,
- Demonstrate the ability to follow instructions and complete assignments, including turning them in,
- Refine skills for budgeting time for completing assignments, both in and out of school,
- Explain the importance of being a responsible group member, and
- Continue to review and reflect upon one’s strengths and needs as a learner.

**Standard 2:** Students will graduate with the academic preparation that allows them to choose from a wide range of post-secondary options, including college.

To achieve this standard, kindergarten students will:
- Emphasize learning in the other standards.

To achieve this standard, 1st grade students will:
- Emphasize learning in the other standards.

To achieve this standard, 2nd grade students will:
- Emphasize learning in the other standards.

To achieve this standard, 3rd grade students will:
- Set and report progress on one academic improvement goal, and
- Develop positive expectations regarding one’s educational future.

To achieve this standard, 4th grade students will:
- Continue to set and report progress on one academic improvement goal.
- Develop strategies for selecting appropriate academic goals, and
- Begin to develop awareness of and aspirations for future educational opportunities.

To achieve this standard, 5th grade students will:
- Demonstrate the ability to set two short-term academic goals,
- Identify potential challenges associated with transition to middle school and develop a tentative plan for addressing them, and
- Continue to develop awareness of and aspirations for future educational opportunities.

**Standard 3:** Students will demonstrate the ability to investigate the world of work and to make informed career decisions.

To achieve this standard, kindergarten students will:
- Begin to identify the roles of various members of the school community, and
- Identify careers of community helpers (e.g., firefighter, police officer, etc.).

To achieve this standard, 1st grade students will:
- Begin to identify the various roles one has (e.g., friend, child, student, etc.), and
- Begin to identify a variety of occupations.
To achieve this standard, 2nd grade students will:
- Begin to identify the differences in one’s personal roles, and
- Begin to develop an awareness of the kinds of things people in a variety of occupations do.

To achieve this standard, 3rd grade students will:
- Identify effective behaviors associated with the variety of one’s personal roles, and
- Continue to develop an awareness of the kinds of things people do in a variety of occupations.

To achieve this standard, 4th grade students will:
- Begin to learn the behaviors associated with being an effective leader in school, and
- Begin to relate personal interests, hobbies, and academic abilities to different careers.

To achieve this standard, 5th grade students will:
- Continue to learn the behaviors associated with being an effective leader in school, and
- Continue to relate personal interests, hobbies, and academic abilities to different careers.

**Standard 4:** Students will understand the relationship between personal qualities, education and training, and the world of work.

To achieve this standard, kindergarten students will:
- Begin to identify tasks associated with one’s job as a student.

To achieve this standard, 1st grade students will:
- Continue to identify tasks associated with one’s job as a student.

To achieve this standard, 2nd grade students will:
- Continue to identify tasks associated with one’s job as a student.

To achieve this standard, 3rd grade students will:
- Describe school tasks that are similar to skills essential for job success, and
- Describe how current learning relates to work and how reading, writing, and mathematics are fundamental to success in life.

To achieve this standard, 4th grade students will:
- Develop an awareness of the importance of learning, practice, and effort, and
- Describe the importance of personal qualities such as dependability, promptness, and getting along with others to getting and keeping jobs.

To achieve this standard, 5th grade students will:
- Develop understanding of the importance of learning, practice, and effort, and
- Develop understanding of how work helps to achieve personal success.
Standard 5: Students will demonstrate the knowledge and interpersonal skills to help them understand and respect self and others.

To achieve this standard, kindergarten students will:
- Begin to develop a common understanding of the meaning of respect for self and others,
- Begin to learn how to express feelings appropriately,
- Begin to recognize basic emotions as expressed by self and others,
- Begin to develop a sense of classroom and school community
- Begin to recognize situations involving conflict and how to respond using positive choices, and
- Begin to understand the difference between tattling and telling.

To achieve this standard, 1st grade students will:
- Continue to develop a common understanding of the meaning of respect for self and others,
- Continue to learn how to express feelings appropriately,
- Recognize basic emotions as expressed by self and others,
- Begin to identify situations and events that arouse strong emotional responses,
- Continue to develop a sense of classroom and school community,
- Continue to recognize situations involving conflict and how to respond using positive choices, and
- Acknowledge and understand the difference between tattling and telling.

To achieve this standard, 2nd grade students will:
- Begin to recognize and respect individual differences and roles,
- Begin to recognize and describe positive characteristics of self,
- Recognize a variety of emotions and develop strategies for appropriately managing them,
- Begin to develop awareness of how one’s behaviors affect the feelings and actions of others,
- Begin to demonstrate the ability to respond to feelings of others appropriately,
- Begin to demonstrate, with adult assistance, conflict resolution skills in situations involving peers, and
- Continue to acknowledge and understand the difference between tattling and telling.

To achieve this standard, 3rd grade students will:
- Continue to develop and begin to demonstrate respect for individual differences and roles,
- Begin to recognize personal strengths and assets,
- Begin to recognize how one is perceived by others,
- Begin to demonstrate effective strategies for managing feelings,
- Continue to develop awareness of how one’s behaviors affect the feelings and actions of others,
- Continue to demonstrate the ability to respond to feelings of others appropriately,
- Begin to develop awareness of personal behaviors that contribute to the classroom community,
- Demonstrate independently conflict resolution skills in situations involving peers, and
- Review and expand one’s understanding of the difference between tattling and telling.
To achieve this standard, 4th grade students will:
- Demonstrate respect for individual differences and roles,
- Continue to recognize personal strengths and assets,
- Demonstrate and expand strategies for productively managing one’s feelings,
- Recognize behaviors in self and others that positively or negatively impact a sense of school community,
- Begin to develop skills for resolving conflicts with adults, and
- Expand and strengthen skills for resolving conflicts with peers.

To achieve this standard, 5th grade students will:
- Continue to demonstrate respect for individual differences and roles,
- Continue to recognize personal strengths and assets,
- Continue to demonstrate and expand strategies for productively managing one’s feelings,
- Demonstrate behaviors that foster a positive sense of classroom and school community,
- Demonstrate appropriate skills for constructively resolving conflicts with adults, and
- Demonstrate expanded skills for resolving conflicts with peers.

**Standard 6:** Students will demonstrate the knowledge and skills necessary to make decisions, set goals, and take action to achieve goals.

To achieve this standard, kindergarten students will:
- Begin to develop an awareness of making positive and negative choices.

To achieve this standard, 1st grade students will:
- Expand their awareness of making positive and negative choices, and
- Begin to develop an awareness of the consequences of choices.

To achieve this standard, 2nd grade students will:
- Begin to identify typical school-related social and behavioral decisions, and
- Begin to understand the consequences of one’s choices in the classroom and school community.

To achieve this standard, 3rd grade students will:
- Identify alternative responses to typical social and behavioral school-related decisions, and
- Demonstrate understanding of the consequences of choices and actions.

To achieve this standard, 4th grade students will:
- Develop awareness of the steps involved in a decision-making model,
- Recognize that all decisions have alternatives, and
- Describe how personal beliefs and attitudes affect decision making.

To achieve this standard, 5th grade students will:
- Demonstrate awareness of the steps involved in a decision-making model,
- Continue to recognize that all decisions have alternatives, and
- Continue to describe how personal beliefs and attitudes affect decision making.
**Standard 7:** Students will understand how interpersonal skills and knowledge enhance personal safety.

To achieve this standard, kindergarten students will:
- Begin to recognize when telling an adult is necessary to keep self or others safe and unhurt,
- Begin to recognize appropriate and inappropriate physical contact, and
- Begin to demonstrate awareness of kind behavior.

To achieve this standard, 1st grade students will:
- Identify when telling an adult is necessary to keep self or others safe and unhurt,
- Begin to identify appropriate and inappropriate physical contact and strategies for responding,
- Demonstrate awareness of kind behaviors and develop awareness of how kindness makes others feel, and
- Begin to develop age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers.

To achieve this standard, 2nd grade students will:
- Identify age-appropriate situations that acquire adult support to maintain the safety of self and others,
- Demonstrate appropriate strategies for responding to inappropriate physical contact,
- Demonstrate skills for showing and acknowledging kindness,
- Begin to develop an understanding of feeling welcomed and accepted,
- Begin to demonstrate age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers, and
- Develop awareness of peer pressure—what it is and what it looks like in operation.

To achieve this standard, 3rd grade students will:
- Demonstrate strategies for getting adult support to maintain the safety of self and others,
- Begin to develop an awareness of using the internet safely,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Begin to understand how kindness makes others feel welcomed and accepted,
- Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers, and
- Begin to identify sources of peer pressure.

To achieve this standard, 4th grade students will:
- Continue to demonstrate strategies for getting adult support to maintain the safety of self and others,
- Recognize a variety of potential internet dangers,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Understand how kindness makes others feel welcomed and accepted,
Demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers,
Continue to identify sources of peer pressure and begin to identify the effects, and
Begin to develop an awareness of the emotional and physical dangers of gang activity.

To achieve this standard, 5th grade students will:
- Continue to demonstrate strategies for getting adult support to maintain the safety of self and others,
- Continue to recognize a variety of potential internet dangers,
- Demonstrate age-appropriate strategies for responding to inappropriate physical contact,
- Demonstrate how kindness makes others feel welcomed and accepted,
- Continue to demonstrate expanded age-appropriate responses to intimidating and/or threatening behaviors directed toward self or others by peers,
- Begin to acquire and demonstrate skills for responding effectively to peer pressure,
- Develop an awareness of the emotional and physical dangers of gang activity, and
- Begin to understand the emotional and physical dangers of substance abuse.