

# Late Elementary (3-5)

**Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency. 1**

**A Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions. 1A**

- a Identify a range of increasingly complex emotions and possible causes. 1A.2A
  - b Identify and practice selfregulation skills and coping strategies that help them to express their emotions. 1A.2B
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**B Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development. 1B**

- a Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups. 1B.2A
  - b Explain how family members, peers, school personnel, and community members can support their identity development. 1B.2B
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**C Demonstrate skills related to setting and working toward personal and academic goals. 1C**

- a Set a shortterm goal and begin working toward it. 1C.2A
  - b Identify steps in working toward a goal. 1C.2B
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**Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging. 2**

**A Recognize and build empathy for the feelings and perspectives of others. 2A**

- a Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2A
- b Communicate perceived understanding of the expressed feelings and perspectives of others. 2A.2B

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**B Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2B**

- a Identify contributions of individuals and social and cultural groups across lines of difference. 2B.2A
- b Demonstrate ability to communicate across a variety of groups. 2B.2B
- c Identify ways to respond when they experience or witness bullying and/or relational aggression, such as seeking support of a trusted adult, or demonstrating courage in speaking up for themselves or a peer. 2B.2C

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**C Apply a variety of communication and social skills to interact with individuals and groups across lines of difference. 2C**

- a Describe and practice approaches for developing and maintaining supportive relationships, including ways to respond to peer pressure. 2C.2A
- b Engage in strategies to work effectively and cooperatively across lines of difference. 2C.2B

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**D Demonstrate the ability to prevent, manage, or resolve conflicts, including those that involve injustice or are related to culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc. 2D**

- a Identify strategies for preventing, managing, or navigating interpersonal conflicts. 2D.2A
- b Apply simple approaches to navigating conflicts. 2D.2B

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**Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts. 3**

**A Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions. 3A**

- a Demonstrate consideration for the safety and well-being of self and others. 3A.2A
- b Demonstrate knowledge of how social expectations affect decision making and actions in multiple contexts. 3A.2B

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**B Apply decision making skills to influence outcomes and strengthen agency in social and academic life. 3B**

- a . Identify and apply decisionmaking steps that consider impact on self and others. 3B.2A
- b As part of a decision-making approach, generate multiple solutions and evaluate the impact on self and others for a range of academic and social situations. 3B.2B

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**C Take action to support the wellbeing of their school and community, including taking stands against bias and injustice. 3C**

- a Identify ways they can take action to support their school community. 3C.2A
- b Identify ways they can take action to support their local community. 3C.2B