Curriculum Guide

First Grade

Campbell
UNION SCHOOL DISTRICT

Self-Directed
Auto-Dirijido

Innovative
Innovador

Critical Thinker
Pensador Crítico

Collaborative
Colaborativo

Empathetic
Empático

Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- Endurance: standards that provide students with knowledge and skills beyond a single test date
- Leverage: standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- Readiness: standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our Elements of Quality First Instruction guide teachers in thinking about *how* to ensure students learn:

Learning Targets   **Assessments**   **Differentiation**   **Responsive Teaching for All**

Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ "ongoing classroom observation", and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

CUSD Mastery Rubric			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

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This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue**. These are the standards you'll see on the report card.

English Language Arts

Reading - Literature

1.RL.01	Ask & answer questions about key details in a text.
1.RL.02	Retell stories, including key details, & demonstrate understanding of their central message or lesson.
1.RL.03	Describe characters, settings, & major events in a story, using key details.
1.RL.04	Identify words & phrases in stories or poems that suggest feelings or appeal to the senses.
1.RL.05	Explain major differences between books that tell stories & books that give information, drawing on a wide reading of a range of text types.
1.RL.06	Identify who is telling the story at various points in a text.
1.RL.07	Use illustrations & details in a story to describe its characters, setting, or events.
1.RL.09	Compare & contrast the adventures & experiences of characters in stories.
1.RL.10	With prompting & support, read prose & poetry of appropriate complexity for grade 1.

Reading - Informational Text

1.RI.01	Ask & answer questions about key details in a text.
1.RI.02	Identify the main topic & retell key details of a text.
1.RI.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1.RI.04	Ask & answer questions to help determine or clarify the meaning of words & phrases in a text.
1.RI.05	Know & use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
1.RI.06	Distinguish between information provided by pictures or other illustrations & information provided by the words in a text.
1.RI.07	Use the illustrations & details in a text to describe its key ideas.
1.RI.08	Identify the reasons an author gives to support points in a text.
1.RI.09	Identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1.RI.10	With prompting & support, read informational texts appropriately complex for grade 1.
1. RI.10a	Activate prior knowledge related to the information and events in a text. CA
1. RI.10b	Confirm predictions about what will happen next in a text. CA

Reading - Foundational Skills

1.RF.01	Demonstrate understanding of the organization & basic features of print.
1. RF.01a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1. RF.02	Demonstrate understanding of spoken words, syllables, & sounds (phonemes).
1. RF.02a	**Distinguish long from short vowel sounds in spoken single-syllable words.**
1. RF.02b	**Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.**
1. RF.02c	**Isolate & pronounce initial, medial vowel, & final sounds (phonemes) in spoken single-syllable words.**
1.RF.02d	**Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).**
1.RF.03	Know & apply grade-level phonics & word analysis skills in decoding words.
1.RF.03a	**Know the spelling-sound correspondences for common consonant digraphs.**
1.RF.03b	**Decode regularly spelled one-syllable words.**
1.RF.03c	**Know final -e & common vowel team conventions for representing long vowel sounds.**
1.RF.03d	**Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.**
1.RF.03e	**Decode two-syllable words following basic patterns by breaking the words into syllables.**
1.RF.03f	**Read words with inflectional endings.**
1.RF.03g	**Recognize & read grade-appropriate irregularly spelled words.**
1.RF.04	Read with sufficient accuracy & fluency to support comprehension.
1.RF.04a	**Read on-level text with purpose & understanding.**
1.RF.04b	**Read on-level text orally with accuracy, appropriate rate, & expression on successive readings.**
1.RF.04c	**Use context to confirm or self-correct word recognition & understanding, rereading as necessary.**

Writing

1.W.01	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, & provide some sense of closure.
1.W.02	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, & provide some sense of closure.
1.W.03	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, & provide some sense of closure.
1.W.05	With guidance & support from adults, focus on a topic, respond to questions & suggestions from peers, & add details to strengthen writing as needed.
1.W.06	With guidance & support from adults, use a variety of digital tools to produce & publish writing, including in collaboration with peers.
1.W.07	Participate in shared research & writing projects (e.g., explore a number of "how-to" books on a given topic & use them to write a sequence of instructions).
1.W.08	With guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.

	Speaking & Listening
1.SL.01	Participate in collaborative conversations with diverse partners about grade 1 topics & texts with peers & adults in small & larger groups.
1.SL.01a	**Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics & texts under discussion).**
1.SL.01b	**Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
1.SL.01c	**Ask questions to clear up any confusion about the topics & texts under discussion.**
1.SL.02	Ask & answer questions about key details in a text read aloud or information presented orally or through other media.
1.SL.03	Ask & answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
1.SL.04	Describe people, places, things, & events with relevant details, expressing ideas & feelings clearly.
1.SL.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, & feelings.
1. SL.06	Produce complete sentences when appropriate to task & situation.

	Language
1.L.01	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
1.L.01a	**Print all upper- & lowercase letters.**
1.L.01b	**Use common, proper, & possessive nouns.**
1.L.01c	**Use singular & plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).**
1.L.01d	**Use personal, possessive, & indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).**
1.L.01e	**Use verbs to convey a sense of past, present, & future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).**
1.L.01f	**Use frequently occurring adjectives.**
1.L.01g	**Use frequently occurring conjunctions (e.g., and, but, or, so, because).**
1.L.01h	**Use determiners (e.g., articles, demonstratives).**
1.L.01i	**Use frequently occurring prepositions (e.g., during, beyond, toward).**
1.L.01j	**Produce & expand complete simple & compound declarative, interrogative, imperative, & exclamatory sentences in response to prompts.**
1.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.
1.L.02a	**Capitalize dates & names of people.**
1.L.02b	**Use end punctuation for sentences.**
1.L.02c	**Use commas in dates & to separate single words in a series.**
1.L.02d	**Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words.**
1.L.02e	**Spell untaught words phonetically, drawing on phonemic awareness & spelling conventions.**
1.L.04	Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on grade 1 reading & content, choosing flexibly from an array of strategies.
1.L.04a	**Use sentence-level context as a clue to the meaning of a word or phrase.**
1.L.04b	**Use frequently occurring affixes as a clue to the meaning of a word.**
1.L.04c	**Identify frequently occurring root words (e.g., look) & their inflectional forms (e.g., looks, looked, looking).**
1.L.05	With guidance & support from adults, demonstrate understanding of word relationships & nuances in word meanings.
1.L.05a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.L.05b	Define words by category & by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
1.L.05c	Identify real-life connections between words & their use (e.g., note places at home that are cozy).
1.L.05d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) & adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
1.L.06	Use words & phrases acquired through conversations, reading & being read to, & responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	Emerging	**Expanding**	**Bridging**	
ELD.PI.1.1	Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	**Exchanging Information and Ideas**
ELD.PI.1.5	Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering questions, with oral sentence frames and occasional prompting and support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	**Listening Actively**
ELD.PI.1.6	Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	**Reading and Viewing Closely**
ELD.PI.1.9	Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal, and the like).	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).	**Presenting**
ELD.PI.1.10	Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts),	Write very short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), peers, and with increasing independence.	Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with	**Writing**

	peers, and sometimes independently.		peers, and independently.	
ELD.PI.1.11	Offer opinions and provide good reasons (e.g. My favorite book is X because X) referring to the text or to relevant background knowledge.	Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g. paraphrased examples from text or knowledge of content.)	Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g. specific examples from text or knowledge of content).	**Supporting Opinions**
ELD.PI.1.12	a. Retell texts and recount experiences, using key words. b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word *scrumptious* to describe a favorite food, using the word *thorax* to refer to insect anatomy) while speaking and writing.	a. Retell texts and recount experiences, using complete sentences and key words. b. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word *suddenly* to signal a change), or create shades of meaning (e.g. *prance* versus *walk*) while speaking and writing.	a. Retell texts and recount experiences, using increasingly detailed complete sentences and key words. b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., The dog was *as big as a house*) to create an effect, precision, and shades of meaning while speaking and writing.	**Selecting Language Resources**

Mathematics

Operations and Algebraic Thinking

1.OA.01	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.02	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.03	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)
1.OA.04	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.
1.OA.05	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
1.OA.06	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
1.OA.07	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
1.OA.08	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

Number and Operations in Base Ten

1.NBT.01	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
1.NBT.02	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
1.NBT.02a	10 can be thought of as a bundle of ten ones — called a "ten."
1.NBT.02b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
1.NBT.02c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.NBT.03	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
1.NBT.04	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
1.NBT.05	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
1.NBT.06	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

1.MD.01	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.02	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
1.MD.03	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.04	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

1.G.01	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
1.G.02	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
1.G.03	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Science

Science and Engineering Practices

1.SEP.1	Ask questions based on observations to find more information about the natural and/or designed world(s); ask and/or identify questions that can be answered by an investigation; define a simple problem that can be solved through the development of a new or improved object or tool.	**Asking Questions and Defining Problems**
1.SEP.2	Distinguish between a model and the actual object, process, and/or events the model represents; compare models to identify common features and differences; develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s); develop a simple model based on evidence to represent a proposed object or tool.	**Developing and Using Models**
1.SEP.3	With guidance, plan and conduct an investigation in collaboration with peers (for K); plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question; evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question; make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons; make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal; make predictions based on prior experiences.	**Planning and Carrying Out Investigations**
1.SEP.7	Identify arguments that are supported by evidence; distinguish between explanations that account for all gathered evidence and those that do not; analyze why some evidence is relevant to a scientific question and some is not; distinguish between opinions and evidence in one's own explanations; listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument; construct an argument with evidence to support a claim; make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.	**Engaging in Argument from Evidence**

Science Content

1.LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	**Life Science**
1.ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.	**Earth & Space Science**
1.PS4-4	Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	**Physical Science**
1.ETS1-2	Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	**Engineering (STEAM)**

Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In first grade, students will answer these essential questions:

1. How can I be safe and responsible online?

2. How can I show my learning using digital tools?

3. How can I learn and collaborate with others?

Physical Education

Goal 1	**Manipulative Skills** Overhand Throw 1.10 / 1.11 / 1.12 / 2.5-2.8 Striking 1.16 - 1.19 Dribble 1.20 / 1.21	**General Movement Concepts**
Goal 2	**Transfer of Movement Skills to Other Physical Activites**	**Movement Concepts**
Goal 3	**Knowledge and Self Assessment** 3.1 **Body Composition**	**Fitness Concepts**
Goal 4	**Identify and Apply** **Aerobic Capacity** 4.5 **Muscular Strength/Endurance** **Flexibility** 4.10	**Fitness Concepts**
Goal 5	**Social Responsibility** **Social Interaction** 5.3 **Group Dynamics**	**Social Interaction Concepts**

Collaborative

Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

Learning Target Progression:

TK-2 Learning Targets
1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

3rd - 5th Grade Learning Targets
1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

6th-8th Grade Learning Targets
1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.

Empathetic

Empathetic Definition:
Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

Skills and Behaviors:
- Sensitivity to other's emotions: Develop an "emotional radar" to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

Learning Target Progression:

TK-2 Learning Targets
1. I can recognize what someone else may be thinking and feeling. 2. I can describe how my actions impact others. 3. I can treat others with respect and kindness. 4. I can listen with my eyes, ears, and heart.
3rd - 5th Grade Learning Targets
1. I can offer help when someone is in need. 2. I can respond appropriately to the feelings of others. 3. I can actively listen to understand another point of view. 4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.
6th-8th Grade Learning Targets
1. I can offer help when someone is in need. 2. I can anticipate how others might respond to my actions. 3. I can actively listen to understand another point of view. 4. I can apply my understanding of multiple perspectives and individual differences in various contexts. 5. I can stand up for others when I see mistreatment in and outside the classroom.

Self-Directed

Self-Directed Definition:
Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

Skills and Behaviors:
- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

Learning Target Progression:

TK-2 Learning Targets
1. I can make a plan to finish what I start.   2. I can explore different learning strategies.   3. I can select resources to support my learning goal.   4. I can ask questions to help me understand.   5. I can try again when learning is hard.
3rd - 5th Grade Learning Targets   1. I can set goals for my learning needs.   2. I can choose a strategy to support my learning goals.   3. I can seek help in an appropriate way from reliable sources to complete tasks.   4. I can ask deeper questions to help me understand.   5. I can persevere when learning gets tough.
6th-8th Grade Learning Targets   1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.   2. I can identify and use learning strategies that work best for me.   3. I take initiative to use the resources available to me when I don't understand something.   4. I can engage in inquiry to extend my learning.   5. I can persevere through difficult tasks and situations and adjust my goals as needed.

A Critical Thinker

Critical Thinker Definition:
Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

Skills and Behaviors:
- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

Learning Target Progression:

TK-2 Learning Targets
1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

3rd - 5th Grade Learning Targets
1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

6th-8th Grade Learning Targets
1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.

Innovative

Innovative Definition:
Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another's needs.

Skills and Behaviors:
- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others
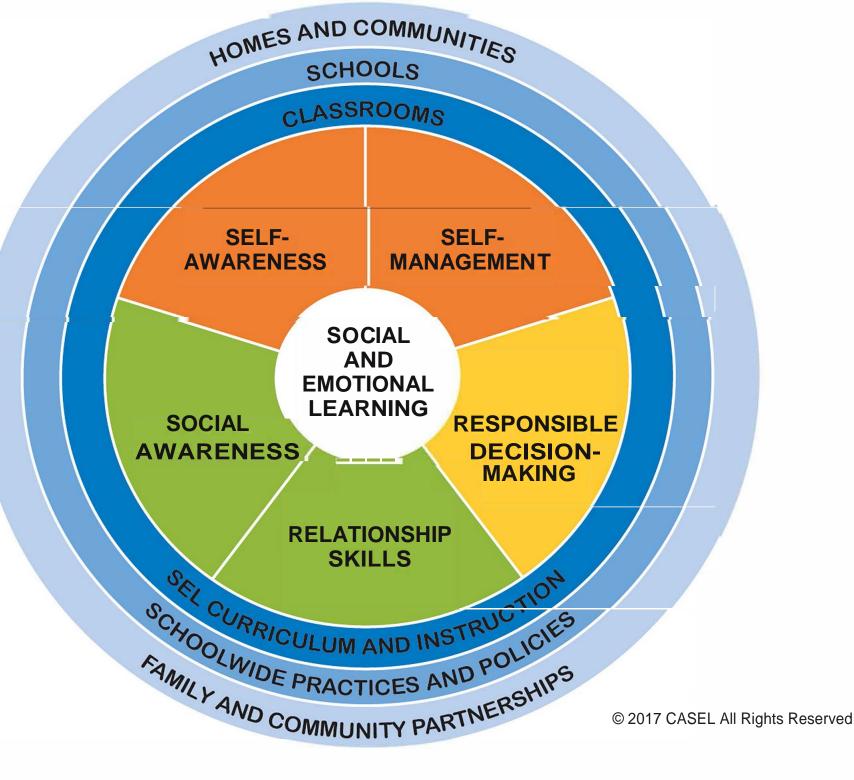
Learning Target Progression:

TK - 2 Learning Targets
1. I can make mistakes and learn from them.
2. I can use my imagination to think about new ideas.
3. I can brainstorm.
4. I can look for creative solutions when faced with a set back.
5. I can contribute ideas to improve my community.

3rd - 5th Grade Learning Targets
1. I can take creative risks knowing I will be able to learn from my failures.
2. I can revise and refine my ideas.
3. I can brainstorm beyond the most common ideas.
4. I can look at problems as design opportunities.
5. I can offer solutions to community and real-world problems.

6th-8th Grade Learning Targets
1. I can demonstrate a rapid prototyping process, learning from each phase.
2. I can connect new information as I work to refine my ideas.
3. I can build on and elaborate on others' ideas through a brainstorming process.
4. I can create through the designing and engineering process.
5. I can find creative solutions within real-world criteria and constraints.

HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

SOCIAL AWARENESS

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship building
- Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility