

Guidance ELOs:

Kindergarten

Students will:

- Identify that mistakes are acceptable.
- Identify appropriate actions to take if they were to make a mistake.
- Identify ways they can show non-verbally that they are paying attention.
- Identify that people show non-verbal cues to tell us how they are feeling.
- Identify ways they can calm themselves down when feeling emotionally dysregulated.
- Identify examples of kind acts.
- Explain why we might do kind things for others.
- Clearly state a problem.
- Identify different ways to solve a problem.
- Identify 3 different careers that are found within the school building.

3rd Grade

Students will:

- Explain how the brain changes when we practice something.
- Identify the reason we have emotions.
- Identify the size of a problem and the size of the emotion that accompanies it.
- Seek help from the appropriate parties depending on the size of the problem.
- Use appropriate coping strategies for the size of the emotion they are feeling.
- Identify ways in which kindness and empathy impact friendships.
- Ask questions to determine how a person is feeling.
- Use the STEP process to solve a problem.
- Identify 1 interest and 1 skill that could be combined to find a future career.

1st Grade

Students will:

- Identify options to avoid distraction.
- Identify how their thoughts play a role in their actions.
- Identify what non-verbal cues tell us about someone's emotional state.
- Identify how situations may influence someone's emotional state.
- Identify multiple ways in which they can show kindness to others.
- State a problem without attributing blame.
- Think of solutions to problems caused by a variety of circumstances.
- Advocate for what they need to solve a problem.
- Identify 3 common careers.

4th Grade

Students will:

- Identify what the components of a good goal are.
- Check a goal's progress and reflect on whether or not they are on track.
- Distinguish between the logical and emotional sides of the brain.
- Acquire the skills to pause before making a decision to assess whether or not the decision is being made with too much emotion.
- Employ strategies to look at a given situation from different perspectives.
- Identify the importance of asking questions when showing empathy is hard.
- Evaluate how a problem affects everyone involved.
- Identify 1 career that requires post-secondary education and 1 career that does not.
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2nd Grade

Students will:

- Identify ways they can get better at something.
- Accept that mistakes are a part of the learning process.
- Identify how a person's thoughts and self-talk influence their emotional state.
- Identify emotions that coincide with specific circumstances.
- Define the word "Empathy" and explain how it relates to "Kindness."
- Identify what "Empathy" looks like at school.
- State a problem without attributing blame.
- Think of multiple solutions to a problem.
- Identify 3 common careers and 1 that appeals to their interests.

5th Grade

Students will:

- Explain the importance of having goals that are personally meaningful.
- Identify that goals and plan may need to be changed as one works towards completing them.
- Define stress and identify where stress shows up in their own lives.
- Identify changes one can make to help manage stress.
- Identify how to show empathy towards groups of people and the environment.
- Employ strategies to solve problems in their community and help to make their community a better place for all.
- Identify when, where, and with whom it makes sense to work on different problems.
- Predict whether or not a solution will be successful based on the points of view of everyone involved.
- Outline the steps it would take to enter a career field of interest.

6th Grade

Students will:

- Identify the relationship between goal setting and brain development.
- Break down large goals into smaller goals that lead into one another.
- Monitor goal progress and make adjustments when goals are not going as planned.
- Define bullying as a whole as well as the different types of bullying and the places it can occur
- Identify the difference between a bystander and an upstander.
- Identify how to be an upstander in a safe and helpful way.
- Describe the effect emotions have on decision making.
- Identify 3 different ways to manage elevated emotions.
- Describe the effect change can have on their emotions and relationships.
- Use STEP to solve interpersonal conflicts in a variety of ways.

9th Grade

Students will:

- Build initial portfolio in Xello.
- Understand their personality style and its relationship to future careers.
- Be exposed to post-secondary options: College (4 and 2), Workforce, Military.
- Meet with School Counselor.
- Revise four-year plan as needed.
- Assess progress in Portrait of a Pirate.

12th Grade

Students will:

- Create resume to support post-secondary plans
- Complete Portfolio
- Complete college applications if appropriate
- Complete FAFSA
- Check Portrait of a Pirate

7th Grade

Students will:

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8th Grade

Students will:

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10th Grade

Students will:

- Update portfolio.
- Update Portrait progress.
- Understand resumes and their importance.
- Review four-year plan.
- Research potential careers (education and training, roles, skills, job market, etc.)
- Learn about work-based learning opportunities and college course opportunities.

11th Grade

Students will:

- Update portfolio and Portrait progress.
- Understand how to evaluate post-secondary opportunities including college applications if appropriate.
- Understand how assessments like ACT can have an impact on the future.
- Meet with counselor.