| **PA Career Ready Skills Categories** | **PA CRS Grade Band****(PK-K)** | **PA CRS Grade Band****(PK-K)****The learner will…** | **PA CRS Grade Band****(PK-K)****I CAN…** | **PA CRS Grade Band** **(1-5)** | **PA CRS Grade Band** **(1-5)****The learner will…** | **PA CRS Grade Band** **(1-5)****I CAN…** |
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| **A. Self-Awareness and Self-Management**  | Recognize and label basic feelings. | * Recognize and label feelings (e.g., frustrated, anxious, embarrassed)
* Name feelings of self and others in real or imagined situations
 | * Recognize when I am happy, sad, mad, etc.
* Communicate when I am happy, sad, mad, etc.
 | Identify different ways of expressing a feeling. | * Identify a variety of ways to respond to a feeling
* Identify and express feelings that are appropriate to the situation
* Identify and express feelings in multiple ways (e.g., gestures, actions, language or drawing)
* Discuss the relationship of emotions and behaviors
 | * Identify strategies to respond to a feeling
* Express my feelings in different ways based on the situation
* Share the different ways to respond to a situation
* Explain how my feelings guide my behavior
 |
|  | Demonstrate awareness of self and one’s own preferences. | * State independent thoughts and feelings.
* Name one’s own abilities and accomplishments
* Make choices based on personal preferences
* Demonstrate awareness of self and one’s own preferences
 | * Say what I like
* Share about me
 | Identify one’s own strengths, needs, and preferences. | * Express one’s own needs and wants within a context
* Select activities based on personal preferences
* Identify personal strengths as a member of a group
 | * Express my needs and wants in different settings
* Select activities that I enjoy
* Name tasks I am good at doing to help a group
* Apply my strengths in a group setting
 |
|  | Distinguish between situations that elicit positive or negative feelings.  | * Identify one’s feelings specific to a context
* Express preferred and non-preferred activities
* Identify challenging situations
 | * Tell you what makes me happy and what makes me sad
* Tee you when I am having a hard time
 | Select coping skill strategies in response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk) | * Identify a coping skill when faced with adversity
* Demonstrate persistence in solving challenging situations.
* Use prior knowledge to accomplish a challenging task
 | * Describe how I can help myself through a challenge
* Stick to a challenging task
* Use my past experience to help me solve a challenging task
 |
|  | Express a want and the means to achieve it. | * Establish goals independently
* Sequence steps needed to accomplish goals
 | * Say what I want
* Tell you how I try to get what I want (e.g., first, I do; next, I do)
 | Distinguish among and set short term, mid-range, and long-term goals. | * Discriminate between short and long-term goals
* Identify preliminary short and long-term goals related to individual and career interests
* Adopt strategies to meet short and long-term goals
 | * Differentiate between a short and long- term goal
* Identify short and long term goals to help me in career planning
* Make plans to help me now and in the future pursue my career interests
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| **B. Establishing and Maintaining Relationships**  | Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults. | * Engage in reciprocal conversation with familiar peers and adults
* Respond to familiar adult’s questions and directions
* Interact with others for a purpose
* Play cooperatively for a sustained period of time
* Respect feelings and belongings of others
 | * Help
* Share
* Take turns
* Answer adults’ questions and follow directions
* Play with my friends for 20 minutes or more
* Show acceptance of others’ feelings
* Accept when others are happy, sad, mad, etc.
* Accept that others have items that belong to them
 | Explain ways to establish relationships that are positive and supportive of others. | * Identify strategies to build relationships
* Describe how pro-social behavior builds positive and supportive relationships
* Identify effective individual and group interactions (e.g. consensus building, establishing ground rules, listening to others, communicating effectively)
 | * Explain how to build relationships
* Explain how positive actions build healthy relationships
* Describe helpful strategies in interactions with individuals and groups
 |
|  | Identify similarities and differences between self and others.  | * Identify specific characteristics of self and others
* Classify similarities between self and others
* Demonstrate respect for children’s difference. (e.g., including differences in thoughts and feelings)
* Label personal characteristics
 | * Explain what is the same and different between others and me
* Understand and accept that others look different from me
* Describe how I look and talk
 | Demonstrate respect for the uniqueness of others.  | * Compare and contrast unique characteristics of self and others
* Acknowledge that the thoughts and feelings of others may differ from self
* Recognize others’ abilities and strengths
 | * Explain how I am similar and unique from others
* Accept that others may think and feel differently than I do
* Identify strengths of others
 |
|  | Engage in reciprocal communication with peers and adults  | * Provide responses related to topic posed by adults and peers
* Communicate using detail related to topic
* Allow wait time before responding
* Engage in turn taking when communicating with others
 | * Interact and respond to my friends
* Interact and respond to adults
* Take turns when talking to others
 | Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.  | * Utilize communication strategies with regard to audience
* Explain how non-verbal communication may impact others
 | * Vary my communication to meet needs of audience
* Explain how my body language can send a message
 |
|  | Recognize that conflict occurs and identify ways to respond. | * Use words and actions to express one’s own desires in ways that respect others
* Identify a problem and discuss possible solutions
* Solve simple conflicts with peers (e.g., share, take turns, apologize, try something else, ask for help)
* Use words to negotiate conflicts before seeking help
 | * Use my words and actions in a kind way to share what I want
* Identify a problem and how I might solve it
* Share things
* Take turns
* Try something new
* Ask for help
 | Identify multiple ways to solve conflicts and practice solving problems.  | * Determine possible solutions to resolve conflicts
* Evaluate others’ ideas on strategies to solve a conflict
* Acknowledge one’s part in managing and resolving conflict (e.g., staying calm, listening to all sides, being open to different solutions)
 | * List different ways to solve a conflict
* Consider people’s ideas on how to solve a conflict
* Identify strategies to resolve a conflict
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| **C. Social Problem-Solving Skills**  | Acknowledge the consequences of choices. | * Explain how actions have an impact on self and others
* Explain school rules and consequences
* Identify how self-care practices affect oneself
 | * Describe how my actions can affect others
* Explain what school rules mean
* Explain how my taking care of myself makes others feel
 | Identify consequences of a decision to oneself and others prior to action.  | * Identify possible outcomes prior to making a decision
* Explain how a decision’s outcome will affect others
* Identify how self-care practices affect oneself and others
 | * Anticipate how a situation can play out before making decision
* Explain how a decision can affect others
* Explain how taking care of myself affects myself and others
 |
|  | Identify similarities and differences of various social contexts.  | * Transition between places and people with minimal distress
* Apply behavioral rules to new situations
* Adjust to changes in routines and activities
 | * Move quietly from place to place during the school day
* Follow different rules in different classrooms
 | Identify possible behaviors and anticipate reaction in response to a specific social context. | * Describe how one may react in familiar and unfamiliar contexts
* Describe how differing social settings may require different responses
 | * Describe how a setting may alter my behavior
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|  | Recognize and respond to the feelings of others.  | * Identify cues that may indicate what others are feeling
* Respond with empathy to others
* Offer assistance when someone needs help
 | * Identify the feelings of others (e.g., happy, sad, mad)
* React with kindness to the feelings of peers and adults
* Help others in need
 | Respond to others given a sense of the others’ point of view.  | * Demonstrate active listening techniques to gain a deeper understanding of other’s point of view
* Respond to others based on an understanding of their needs and preferences
 | * Listen to others to gain an understanding of their perspective
* Demonstrate that I am listening to others’ point of view.
* Acknowledge needs of others as I interact with them
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