| **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 |
| **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 |
| **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 |
|  | 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 |