

GRADE	CURIOSITY <i>An explorer remains curious about how the world works throughout his or her life.</i> <i>An explorer is adventurous, seeking out new and challenging experiences.</i>	RESPONSIBILITY <i>An explorer has concern for the welfare of other people, cultural resources, and the natural world.</i> <i>An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.</i>	EMPOWERMENT <i>An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.</i>
PRE-K (3- and 4-year-olds)	<p>Children display enthusiasm for learning about themselves, others around them, and their environment.</p> <p>Children display a willingness to try new things in a supervised setting.</p> <p>Children at this age are naturally curious, which makes this a perfect time for encouraging exploration and creating new experiences.</p>	<p>Children can engage in caring for plants and animals.</p> <p>Children begin to carry out simple daily chores.</p> <p>Children can give simple help to peers who are in need, upset, hurt, or angry.</p>	<p>Children begin to express a sense of individuality and personal preferences.</p> <p>Children show increased levels of physical proficiency and show genuine excitement about physical activity.</p>
K-1 (5- and 6-year-olds)	<p>Children display a willingness to try new things in a supervised setting.</p> <p>Children take in everything around them, creating and building on a framework of information about the world.</p> <p>Children build understanding of biological concepts through direct experience with living things, their life cycles, and their habitats.</p>	<p>Children begin to understand concepts of right and wrong, and they explore ideas of fairness.</p> <p>Children understand they can do things to take care of the Earth.</p> <p>Children recognize and appreciate that people around the world have different languages, customs, appearances, rituals, and accomplishments.</p>	<p>Children understand they are valuable members of their family, class, and group of friends, and that they have something to contribute.</p> <p>Children try out different identities and play-act roles.</p> <p>Children build confidence in language abilities.</p> <p>Children understand it's OK to make mistakes.</p>
2-3 (7- and 8-year-olds)	<p>Children are interested in the natural world, how things are put together, and how things work.</p> <p>Children want to explore society and the world and to think about roles in society.</p> <p>Children are interested in all areas of knowledge and they begin to conduct research and create ways of processing, exploring, and expressing their knowledge.</p>	<p>Children understand the viewpoints of others and they experience empathy for people considerably different from themselves.</p> <p>Children rely on rules that provide structure and security to guide behavior and play.</p> <p>Children identify situations or circumstances that harm the environment.</p>	<p>Children identify personal qualities of self and others and the contributions everyone can make to a group or family.</p> <p>Children participate in simple group problem-solving activities to build skills in stating opinions and listening to others' opinions.</p>

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<p>4 - 5 (9- and 10-year-olds)</p>	<p>Children use reasoning to consider how others think and why they think that way.</p> <p>Children display a strong sense of curiosity about other cultures.</p> <p>Children work within small groups to try new things. They also begin to design and take on new adventures individually.</p>	<p>Children make suggestions for how to counteract harm to the environment and work productively to promote environmentally safe activities.</p> <p>Children recognize differences in opinion as the result of differences in perspective.</p> <p>Children are governed by moral reciprocity—following rules if there is a known benefit to them and meting out justice according to golden rule logic and based on concern for fairness.</p>	<p>Children identify people who model or embody qualities and characteristics of empowerment.</p> <p>Children have experiences in leading and following in group activities.</p> <p>Children listen to others without judgment or interruption and understand what it means to be “heard.”</p>
<p>6 - 8 (11- to 13-year-olds)</p>	<p>Youth initiate and participate in adventures with little supervision or structure.</p> <p>Youth experience a re-emergence in learning through doing at this age, with curiosity about how to do things.</p> <p>Youth are curious about philosophical ideas about the natural and cultural world and, specifically, about what they and others can do to make a difference.</p>	<p>Youth are able to take increasingly mature actions based on empathy and respect for others.</p> <p>Youth are developing complex ways of thinking that allow them to understand and analyze the broader scope of human wants and needs—beyond their immediate surroundings to the broader world.</p> <p>Youth identify injustices in the world and problem-solve social and environmental problems.</p>	<p>Youth understand that success and failure are both parts of life for everyone, and that failure can be a positive.</p> <p>Youth recognize their own skills and abilities and the importance of those skills and abilities to their lives and to others.</p> <p>Youth make decisions about daily goals and ways to reach those goals.</p>
<p>9 - 12 (14- to 17-year-olds)</p>	<p>Youth deepen their awareness of the world and other people and see issues, problems, and solutions on a global scale.</p> <p>Youth seek to learn more about themselves, others around them, their environment, and the world beyond their experiences.</p> <p>Youth actively, and with self-direction, research and seek multiple perspectives to gain deeper understanding.</p>	<p>Youth participate in cross-cultural or international activities designed to increase understanding and empathy across differences in perspective.</p> <p>Youth respond to actions they perceive as being disrespectful to groups in their community or their society.</p> <p>Youth assume responsibility for personal and collective contributions to the reduction of and solution to current problems in the environment.</p>	<p>Youth take positive action in designing plans for addressing issues of interest on a local or global level.</p> <p>Youth openly share their opinions with peers and adults, and they listen to and celebrate others’ opinions.</p> <p>Youth serve as positive, active role models for younger children.</p>