

Global Perspective & Identity Development					
Standard A:	Students will demonstrate the dispositions, knowledge, and skills needed to be culturally competent global citizens				
Competency A1 Cultural Knowledge and Awareness					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:A1:1 Explain the various definitions of “home,” which can include countries, cultures, or places	Recognize familiar spaces and objects as they begin to form a personal understanding of what “home” means to them.	Demonstrate a personal understanding of “home” through artistic expression, pretend play, literature and media, and/or personal experiences.	Compare various definitions of “home,” encompassing countries, cultures, and/or places through age-appropriate discussions and activities.	Explain how the concept of “home” is subjective and varies greatly from person to person based on personal experiences and individual circumstances.	Analyze the concept of “home” by breaking down the various dimensions, which encompass physical, emotional, social, cultural, and psychological aspects.
GP:A1:2 Differentiate between surface culture and deep culture	Express curiosity, empathy, and understanding for the people around them.	Identify different aspects of cultures, such as traditional clothing, foods, and holidays (i.e., surface culture), and explain how people in different cultures may have different ways of thinking and feeling (i.e., deep culture).	Make comparisons between their own experiences and those of people from different cultures and backgrounds using examples of both surface and deep culture.	Define the two levels of cultural understanding and explore real-world examples of surface culture elements (e.g., clothing, food, greetings) and deep culture elements (e.g., values, beliefs, communication styles).	Describe real-world examples to differentiate between surface culture and deep culture, demonstrating a more nuanced understanding of how these aspects shape the behaviors, values, and interactions of people from different cultures.
GP:A1:3 Explore how cultural traditions impact one’s identity	Explore various cultures and traditions (e.g., arts and crafts, foods, music, literature and media, celebrations, etc.).	Describe their own cultural traditions.	Explain how cultural traditions help people understand who they are and what makes them unique.	Define the concept of cultural identity, including elements like beliefs, values, customs, traditions, and experiences that are unique to each person’s cultural background.	Explain how cultural traditions shape their own identities and the identities of others.
GP:A1:4 Examine the various conceptual constructs of culture	Begin to recognize basic symbols and artifacts that represent their own culture.	Identify examples of cultural constructs such as symbols, language, and/or practices and rituals.	List examples of cultural constructs and compare potential similarities and differences between cultures.	Define the concept of cultural constructs and demonstrate an understanding of its importance as it relates to cultural awareness.	Examine various cultural constructs and explain how they influence behaviors, feelings, and interactions.
GP:A1:5 Examine the ways in which cultural values and beliefs may conflict	Demonstrate interest, compassion, and appreciation for others.	Provide examples of how people hold diverse beliefs, values, and lifestyles.	Define the concept of cultural diversity and explain how conflicts might arise from cultural differences.	Explain how cultural values and beliefs influence people’s interactions and how conflicts may stem from cultural differences.	Analyze case studies and real-life examples of disputes arising from cultural differences, evaluating the extent to which cultural values and beliefs may have been in conflict.
GP:A1:6 Explain the ways in which values and beliefs may motivate behavior	Begin to recognize and express what matters to them.	Provide examples of values and beliefs they encounter in their daily lives.	Explain how values influence one’s actions.	Differentiate between values and beliefs and explain the ways in which these may motivate behavior.	Evaluate real-world examples of common principles that guide people’s choices (i.e., values), as well as some common beliefs people hold related to what they think is true about the world (i.e., beliefs).
GP:A1:7 Examine the impact that cultural values may have on the privilege or marginalization of groups	Recognize that people are different and that everyone should be treated with kindness and fairness.	Describe how people from different backgrounds might be treated differently and discuss why it is important to be fair and inclusive to everyone.	Explain how cultural values can influence how people are treated differently and why it is essential to practice fairness and inclusivity.	Analyze how cultural values can influence the ways in which people are treated in society, focusing on unearned advantages (i.e., privilege) and systematic exclusion (i.e., marginalization).	Evaluate how cultural values impact social fairness and inclusion.
GP:A1:8 Examine prejudices and biases	Begin to recognize when people are being treated unfairly.	Identify examples of fair and unfair treatment in stories or real-life situations and begin to understand how prejudices and biases can lead to unfair behavior.	Give examples of prejudices and biases they encounter in their surroundings, media, or stories, and explain how these attitudes can impact behavior and the treatment of others.	Apply critical thinking skills to examine how prejudices and biases develop and discuss the impact these attitudes can have on the group or society as a whole.	Critically evaluate their own prejudices and biases and examine ways to challenge and reduce these attitudes in themselves and their communities.
GP:A1:9 Engage in local cultures and languages where one lives	Name where they live and express curiosity about local cultures and languages.	Show an understanding of the local cultures and languages in their community.	Use accurate and respectful language to describe local cultures and languages where they live.	Gather and interpret information from people that represent the local cultures and languages where they live.	Demonstrate an expanded worldview and perspective after being immersed in and engaging with diverse cultures.

Competency A2 Cultural Competency					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:A2:1 Describe personal values and beliefs	Begin to express their personal interpretation of key values such as kindness, honesty, and respect.	Express what matters most to them related to values and beliefs.	Compile a list of personal values that are significant to them, explain why each value is important, and provide examples of situations in which they have demonstrated these values.	Identify the principles that guide their personal choices (i.e., values), as well as some common beliefs they hold related to what they think is true about the world (i.e., beliefs).	Differentiate between their personal values and their personal beliefs and explain the impact that these have on their daily life.
GP:A2:2 Identify shared values between self and others	Begin to recognize when people demonstrate important values (e.g., kindness, honesty, respect, etc.) in literature, media, songs, pretend play, discussions, and/or social interactions.	Recognize how their values might be similar to or different from the values of others.	Recognize values that are common to themselves and others.	Explain how shared values impact their relationships.	Identify shared values between self and others to build connections, even if there are differences in other areas.
GP:A2:3 Articulate their positionality within the given context to better understand a situation	Begin to express their preferences through verbal and nonverbal communication cues.	State their opinion by expressing how they feel about topics that are important to them.	Use age-appropriate examples from current events, history, or literature to explain how different people might interpret the same situation differently based on their experiences.	Explain how their own background influences their understanding of the world around them.	Engage with diverse viewpoints on topics where others have differing opinions due to their unique backgrounds, while articulating their own positionality and analyzing how it has shaped their perspective.
GP:A2:4 Engage in perspective-taking to consider multiple interpretations of situations	Begin to identify the feelings and thoughts of others.	Interpret how others might be feeling and why they behave the way they do in various real, imagined, or hypothetical situations.	Inquire into the perspectives of others by asking questions respectfully and listening actively.	Engage in perspective-taking activities to explain and understand diverse viewpoints and multiple interpretations of situations.	Explain the importance of perspective-taking to build empathy and understanding among different people and cultures in a community.
GP:A2:5 Distinguish between intent and impact with relation to behaviors and communication	Express their intentions through simple verbal and nonverbal communication and recognize the impact of their actions on others.	Identify the unintended consequences of their actions and/or communication and explain what was intended.	Demonstrate an awareness of how cultural differences may influence the interpretation of intent and impact.	Evaluate situations where the intent and impact may differ and explain that what may be well-intentioned in one cultural context can have a different impact in another.	Analyze the intentions behind behaviors and/or communication and the resulting impact on individuals and communities involving intricate social dynamics, ethical considerations, or cultural contexts.
GP:A2:6 Accept feedback as a means to personal growth with regards to understanding other perspectives	Acknowledge feedback on their daily actions and interactions.	Recognize and respond appropriately to feedback about their actions or work.	Demonstrate a receptive attitude when receiving feedback from others and explain how feedback provides insights into different perspectives.	Actively seek feedback from teachers, peers, and other sources to gain diverse perspectives.	Analyze feedback critically, considering different perspectives and potential areas for growth and applying constructive feedback to enhance personal skills and understanding of various viewpoints.

Standard B:	Students will examine the complexity of identity development and the impact identity has on relationships with others.				
Competency B1 Identity Development					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:B1:1 Explain how identities develop	Recognize the unique qualities and interests of self and others.	Discuss different aspects of identity, such as personal interests, roles within the family, and what makes people unique.	Define “identity” and list various aspects of one’s identity.	Recognize that an individual’s identity is multifaceted and explain how identities are dynamic and can change over time.	Explore historical challenges concerning identity and explain their contemporary effects on individuals holding those identities.
GP:B1:2 Examine the multiple elements that make up identity and how these are influenced by cultural contexts	Identify personal characteristics such as name, age, and family members.	Identify and recognize the cultural factors that contribute to their sense of self.	Articulate how their own beliefs, values, and traditions are influenced by their cultural background.	Recognize how cultural factors contribute to the identity development of individuals from diverse backgrounds.	Analyze how cultural contexts shape different aspects of identity, including beliefs, values, and traditions, and recognize the interconnectedness of cultural influences on identity.
GP:B1:3 Analyze the complexity of a person’s identity in relation to the concept of intersectionality	Share aspects of their identity through age-appropriate activities.	Explore and understand how different aspects of one’s identity, such as family, culture, and interests, combine to make each person unique and special.	Explain how people are multidimensional and cannot be defined solely by one aspect of their identity.	Describe the ways that the different parts of our identity coalesce to make us who we are and recognize that individuals may experience unique challenges based on the intersection of various identity factors.	Analyze how our multifaceted identities can lead to different aspects being emphasized or de-emphasized depending on the context.
GP:B1:4 Articulate one’s own unique history and experiences	Identify and name elements of their identity, such as family, culture, and personal interests.	Recognize the various elements that make up their identity, including cultural influences and personal experiences.	Provide examples of events and moments that have shaped their identity.	Explain how significant events, influences, and moments have shaped their identity.	Construct a personal narrative that contributes to a deeper understanding of self and meaningful connections with others.
GP:B1:5 Identify one’s own positionality with regards to various identity markers	Express an appreciation for the unique aspects of their identity.	Identify and name different identity markers, such as age, gender, culture, and personal interests.	Share their thoughts on how they view themselves, recognizing how external factors like gender, race, family structure, and interests shape their identity.	Articulate their self-perceptions, recognizing biases, discrimination, privilege, and power.	Define “positionality” and explain how the intersectionality of their identity contributes to a complex understanding of their social position.
GP:B1:6 Reflect on one’s own experiences with privilege and marginalization	Express curiosity about the experiences of others.	Recognize how certain aspects of their identity, like their race, gender, family background, or abilities, can influence their experiences.	Define the concepts of privilege and marginalization by sharing experiences of advantages, challenges, and unfair treatment that people face because of who they are.	Discuss the advantages, challenges, and viewpoints that come from their specific mix of identity markers.	Identify instances of privilege, describe the effects of historical and systemic advantages, and share personal experiences of marginalization, exclusion, or discrimination.
GP:B1:7 Reflect on how one’s own identity interacts with others to impact personal relationships and life experiences	Begin to express aspects of who they are with others.	Explain how understanding their own identity helps them build relationships with others.	Describe how understanding their own identity can improve empathy and communication with others.	Articulate personal insights gained from reflecting on their identity and explain how this self-awareness influences their interactions with others.	Analyze how their personal identity interacts with the identities of others and explain the ways in which these interactions shape their personal relationships and contribute to their life experiences.

Competency B2 Cultural Identity					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:B2:1 Examine family as a social construct	Recognize that families can vary in size, composition, and cultural practices.	Discuss dynamics, roles, and relationships within families.	Identify various components that contribute to the construction of family, including cultural influences, societal expectations, and individual perspective.	Assess how societal expectations and norms shape people's perspectives on family roles, responsibilities, and expectations.	Analyze how cultural influences, societal expectations, and individual perspectives shape their understanding of family as a social construct.
GP:B2:2 Analyze the impact of family on cultural identity	Identify some traditions and/or values that make families special.	Provide examples of how families can have a big impact on who we are and how we see the world.	Explain the ways in which cultural values, language, practices, and traditions are transmitted within families.	Define "cultural identity" and explain how family impacts an individual's sense of self within a cultural context.	Synthesize information to identify patterns and draw overarching conclusions about the impact of family on cultural identity.
GP:B2:3 Examine cultural identity of own family and the impact this has on identity development	Name one or more of their own cultural traditions.	Identify the cultural practices of their family and describe how these practices affect the way they feel about themselves.	Share examples of specific values, practices, and traditions that their family has passed down and explain the impact these have on their own identity.	Analyze their cultural identity and the role family has had in transmitting values, practices, and traditions.	Determine the extent to which the cultural identity of their own family has influenced their cultural values, language, practices, traditions, beliefs, and self-perception.
GP:B2:4 Define what it means to belong	Interact with their peers by collaborating, sharing, and demonstrating inclusivity.	Define what it means to belong and describe feelings of inclusion and connection.	Identify the factors that contribute to a sense of belonging, including cultural, social, and personal identities.	Evaluate their involvement in groups by explaining how cultural, social, and personal identities influence their sense of belonging, and identify exclusionary practices and stereotypes that hinder this sense of belonging.	Define the concept of belonging beyond immediate social circles to include larger communities, such as school, neighborhood, or society, and challenge exclusionary practices and stereotypes that hinder belonging.
GP:B2:5 Define "cross-cultural kid," "third culture kid," and "global nomad"	Recognize that their learning environment may include people from various countries and diverse backgrounds.	Describe how living in a multicultural environment, be it at home, at school, or both, influences lived experiences.	Define "cross-cultural kid," "third culture kid," and "global nomad."	Compare and contrast the definitions of "cross-cultural kid," "third culture kid," and "global nomad."	Describe personal experiences with being a "cross-cultural kid," "third culture kid," or "global nomad," and explain how understanding these identities and their similarities helps them better appreciate diversity in their communities and around the world.
GP:B2:6 Compare and contrast one's own cultural identity to the cultural identity of others	Express pride in and/or enthusiasm about one's own cultural heritage.	Identify elements of their own cultural identity, such as traditions, languages, foods, and customs, and recognize cultural differences among classmates and peers.	Compare and contrast their own cultural identity and those of their peers to identify commonalities and differences.	Describe their own cultural identity in comparison to those of their peers, acknowledging any personal biases or stereotypes.	Evaluate their own cultural identity in relation to those of peers, classmates, and community members, considering personal biases, assumptions, and stereotypes.
GP:B2:7 Use awareness of self to effectively navigate settings with diverse individuals and groups	Demonstrate the ability to talk, work, and play with others in settings with diverse individuals and groups.	Reflect on their own actions and behaviors to identify ways to promote inclusivity and mutual respect in settings with diverse individuals and groups.	Recognize instances where their thoughts, feelings, or behaviors may be influenced by biases, assumptions, or stereotypes in settings with diverse individuals and groups.	Challenge personal biases, assumptions, and stereotypes that may hinder understanding and inclusivity in settings with diverse individuals and groups.	Apply their understanding of their own cultural background to effectively navigate settings with diverse individuals and groups and demonstrate awareness of how they portray their identity in these settings.

Standard C:		Students will advocate for a world where all identities are affirmed and validated			
Competency C1 Advocacy and Equity					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:C1:1 Explore perspectives of others, particularly those of historically unrepresented groups	Begin to recognize that people have different backgrounds and experiences.	Identify and listen to stories and perspectives from people of different backgrounds, including those who are historically unrepresented.	Explore and discuss the perspectives of historically unrepresented groups, including their contributions to society and perspectives on social, cultural, and historical issues.	Conduct research on historically unrepresented groups, exploring their contributions and perspectives while analyzing their significance in shaping societies.	Analyze perspectives from historically unrepresented groups and engage in critical discussions and debates on social justice and equity.
GP:C1:2 Advocate for the rights of others	Recognize when someone is being treated unfairly and express their feelings about fairness.	Identify situations in which others might be treated unfairly and express ideas for how to promote fairness and show respect for everyone.	Discuss examples of advocating for the rights of others and explain why it is important to promote fairness and equality.	Articulate their beliefs, values, and perspectives on issues of injustice and equality through different forms of advocacy.	Take action to support and advocate for the rights of individuals and groups within their community.
GP:C1:3 Take responsibility to learn about inequity in your community	Recognize examples of unfairness.	Share ideas and observations about potential inequities in their community.	Identify inequities in their community and discuss potential solutions.	Analyze the causes and effects of inequities they have identified in their community.	Research and discuss findings about the root causes of inequity in their community, considering historical factors, systemic barriers, and social policies that contribute to these inequities.
GP:C1:4 Advocate for greater equity in your community	Speak up for self and others when inequity or unfairness is observed.	List ideas for addressing inequities and advocate for making positive changes in the classroom and/or community.	Identify key community assets and discuss types of action and/or advocacy that will be impactful.	Outline specific steps they can take to address the inequities and advocate for positive changes.	Express a sense of efficacy related to their advocacy efforts at the local, regional, or global scale, considering the impacts of their advocacy on all community stakeholders.
Standard D:		Students will demonstrate the dispositions, knowledge, and skills to manage transition effectively			
Competency D1 Transitions					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:D1:1 Identify various types of transitions that occur throughout a lifespan	Notice when things change during their day, such as transitioning from one activity to another.	Express their feelings about transitions and make simple adjustments to their behavior and activities accordingly.	Recognize and differentiate between different types of transitions, such as changes in routines, seasons, or family structures.	Identify a broad range of life transitions, including personal, familial, and societal changes.	Explain how understanding different types of transitions can help them manage their own changes and support others during times of change.
GP:D1:2 Recognize the personal nature of the transition experience	Begin to express how transitions make them and others feel.	Describe how transitions can affect people differently.	Explain how people may react differently to transitions based on their unique personalities and experiences.	Recognize and demonstrate respect for the diverse reactions of others to transitions.	Analyze the ways in which personal values, beliefs, and cultural background influence how individuals experience transitions and articulate how their own experiences of transitions may differ from those of others.
GP:D1:3 Demonstrate awareness of cultural adjustment	Express acceptance and welcome to peers from different cultural backgrounds, creating an inclusive classroom environment.	Describe their own experiences of cultural adjustment, demonstrating self-awareness and appreciation for diverse perspectives.	Identify common experiences associated with cultural adjustment.	Analyze the factors that contribute to cultural adjustment, including language, traditions, and social norms.	Apply their understanding of cultural adjustment to promote inclusivity, empathy, and respect in diverse social and cultural contexts.
GP:D1:4 Articulate a model of transition and apply it to one’s own experience	Acknowledge changes, endings, or new beginnings in their own lives, such as transitioning from one activity to another, saying goodbye to a friend or caregiver, or starting a new activity.	Use simple language to describe a basic model of transition, such as “beginning, middle, and end.”	Explain a simple model of transition and discuss how they might apply it to their own experience.	Analyze a model of transition and apply it to various personal and academic experiences.	Develop a personalized model of transition to apply to their own experiences, including complex life events such as preparing for graduation and entering adulthood.
GP:D1:5 Develop strategies to care for self and others during times of transition	Take part in simple activities to practice self-care and manage emotions during transitions.	Engage in simple activities to practice self-care and manage emotions during transitions, and start to notice when a peer is upset or needs support, offering simple gestures of kindness or comfort.	Recognize challenges and opportunities during transitions and use strategies for self-care and managing emotions.	Identify their own emotional challenges during transitions, use strategies to manage emotions, and support peers who may also be struggling with transitions.	Develop and use personalized self-care plans with various coping strategies to support their well-being during transitions and offer support to others by sharing experiences and learning from each other’s strategies.

Competency D2 Adaptability					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
GP:D2:1 Use knowledge of the transition process to enhance communication, inform decisions, and build relationships with others	Begin to pay attention to self and others during transitions to recognize and communicate feelings.	Express feelings, ask for help, and listen to others to facilitate the transition process.	Build peer relationships, apply social skills, and recognize choices available to them to facilitate the transition process.	Apply social skills and build peer relationships to navigate transitions effectively, while recognizing available choices and making informed decisions to facilitate the transition process.	Use advanced social skills to build relationships, handle transitions confidently, and make informed decisions to facilitate the transition process.
GP:D2:2 Establish positive routines and structures to support healthy transitions	Follow daily routines and structures to support healthy transitions.	Make simple choices within daily routines and structures to support healthy transitions.	Establish their own positive routines and structures to support healthy transitions.	Maintain positive routines and structures, and modify their routines as needed to support healthy transitions.	Evaluate the impact of maintaining positive routines and structures on personal productivity, health, and overall well-being during transitions.
GP:D2:3 Explore the complex feelings and emotions associated with transition	Recognize some emotions they experience during transition, such as happiness, sadness, excitement, or nervousness.	Identify and name some emotions related to transitions, and explain how it is possible to feel multiple, sometimes conflicting emotions at the same time.	Identify and label a range of emotions related to transition, recognizing the diversity of experiences and emotional responses to transition.	Compare and contrast the different emotional responses to transition, considering the variety of experiences and perspectives.	Evaluate how individual factors such as cultural background, personal circumstances, and coping strategies influence emotional reactions to transitions.
GP:D2:4 Explain the importance of time needed to adapt to major transitions	With support, begin to adapt to changes and unexpected events during transitions, such as routine changes or disruptions.	Demonstrate flexibility in adapting to changes and unexpected events during transitions.	Demonstrate patience with self and others, recognizing that adaptation is a gradual process and that everyone adapts at their own pace.	Analyze challenges and benefits of adapting to major changes and discuss strategies for managing change effectively.	Articulate the importance of time needed to adapt to major transitions and analyze how different factors such as culture and personal circumstances can impact the time needed to adapt.
GP:D2:5 Develop strategies to care for self and others during times of transition	Take part in simple activities to practice self-care and manage emotions during transitions.	Engage in simple activities to practice self-care and manage emotions during transitions and start to notice when a peer is upset or needs support, offering simple gestures of kindness or comfort.	Recognize challenges and opportunities during transitions and use strategies for self-care and managing emotions.	Identify their own emotional challenges during transitions, use strategies to manage emotions, and support peers who may also be struggling with transitions.	Develop and use personalized self-care plans with various coping strategies to support their well-being during transitions and offer support to others by sharing experiences and learning from each other's strategies.
GP:D2:6 Manage the potential stress and loss associated with transition events	Practice calming exercises, such as taking deep breaths, to help with changes in their day.	Practice self-regulation techniques to manage stress and emotions during transition events, such as deep breathing exercises or mindfulness.	Explain how transitions can cause stress and feelings of loss from changes in routines, relationships, or environments, and identify effective coping strategies (e.g., seeking support, practicing self-care, using relaxation techniques, and staying positive).	Notice signs of stress and loss in yourself and others during transitions, such as mood swings or withdrawal, and use coping strategies such as seeking support and practicing self-care.	Describe the stress and loss effects during transitions, prioritize self-care for overall well-being, and select coping strategies such as self-advocacy and seeking support.
GP:D2:7 Establish strategies to stay connected with others during and after transition	Engage in cooperative play activities to practice sharing, turn-taking, and communicating with peers during transitions.	Identify simple ways to stay connected with others during transitions.	Establish and describe practical strategies to maintain connections with friends and family during and after transitions.	Explain how social support, friendship, and a sense of belonging help navigate changes successfully, and share experiences, concerns, and strategies for staying connected with others during transitions.	Evaluate the effectiveness of various strategies for staying connected during transitions, reflecting on how social support, friendship, and a sense of belonging aid in navigating changes successfully, and refine these strategies to maintain meaningful connections throughout and after transitions.