



# ISCA Student Standards Learning Progression



# Introduction to the ISCA Student Standards Learning Progression

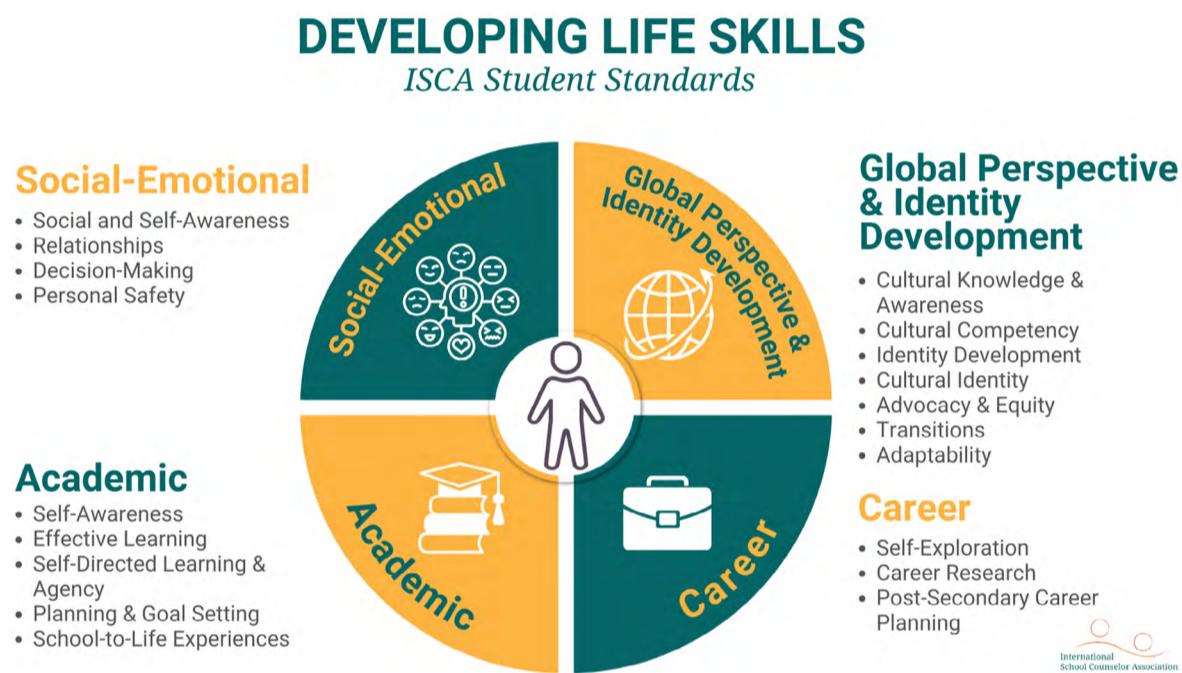
The **ISCA Student Standards Learning Progression (2024)** provides clear learning outcomes for social-emotional learning, global perspective, identity development, academic skills, and career readiness. By adopting this tool school-wide, every member of the school community—counselors, teachers, and administrators—can play a vital role in nurturing these essential skills. This tool is most effective when adopted school-wide, with each member of the school community playing a distinct role in fostering these skills. While school counselors play a central role, the responsibility for helping learners develop these essential life skills extends beyond them. These skills should be integrated throughout all aspects of the school experience and across all disciplines, ensuring that every learner is supported in their holistic development.

## What are the ISCA Student Standards?

The **ISCA Student Standards (2022)** are internationally recognized content standards that outline the specific knowledge, attitudes, and skills across four domains: social-emotional, global perspective and identity development, academic, and career. In May 2022, ISCA revised these student standards to meet several critical goals, including incorporating identity development within the Global Perspective and Identity Development Domain, promoting equity, reducing harm, improving access for all learners, and aligning with the most recent research and developments in education.

While school counselors use the standards to guide the planning and implementation of a comprehensive school counseling program, the ISCA Student Standards are meant to be adopted school-wide and articulated within and across the curriculum. When all educators adopt these standards, schools create a unified and integrated approach to the development of all learners. Throughout this document ISCA is intentionally using the term “educators,” which encompasses school counselors, administrators, and subject/academic teachers. ISCA chose the term “learner” instead of “student” because “student” suggests a limited focus on skills needed only for school, while “learner” emphasizes the concept of lifelong learning.

The infographic below highlights the four main domains of the ISCA Student Standards and the specific standards within each domain. It illustrates how these components collectively support the development of essential life skills.



## What Is a Learning Progression?

A learning progression is an organized sequence of outcomes that a learner is expected to meet at various stages of their educational journey. It provides a clear developmental pathway, enabling educators to design learning experiences that support ongoing growth and progression.

The **ISCA Student Standards Learning Progression (2024)** specifies **what learners are expected to know and be able to do by the end of a grade band**. A school's instructional program should emphasize developing learners' abilities to acquire and apply these standards. The curriculum must ensure appropriate accommodations for the diverse populations of learners in schools. These standards are not instructional or assessment tasks, but statements of what learners should achieve after instruction. Decisions on how to best help learners meet these program goals are left to individual schools.

The ISCA Learning Progression DOES Provide	The ISCA Learning Progression DOES NOT Provide
An organized sequence of learning expectations or benchmarks	A curriculum
A clear pathway for the development of learners	Specific requirements about the design of lesson plans or organization of units
Statements of the observable learning outcomes	Instructional or assessment tasks
Specific details about what learners should know and do by the end of each grade band, allowing for flexibility in how and when these skills are integrated into the curriculum	Rigid instructions on where specific skills should be integrated into the curriculum or at which exact grade level they should be taught
Support that encourages continuous growth and achievement	Specific information about how to help learners meet program goals

## Why Was the Learning Progression Created?

The **ISCA Student Standards Learning Progression (2024)** was created to address the increasing need for schools to design a holistic learning experience for students—one that integrates social-emotional learning, global perspective and identity development, academic skills, and career readiness into a cohesive framework. Traditionally, this responsibility has often been assigned primarily to counselors. This tool empowers schools to adopt a school-wide approach, ensuring that every educator contributes to the comprehensive development of each learner throughout their educational journey. The Learning Progression encourages educators to work collaboratively, ensuring that all learners receive a consistent, high-quality education that prepares them for postsecondary education, future careers, and global citizenship.

ISCA's objective was to develop a tool that offers sufficient guidance while granting educators the freedom to apply the ISCA Student Standards in their own unique school environments. As such, the Learning Progression provides a common language for schools to follow and outlines skills that are clear and directive without being overly prescriptive.

## How Was It Created?

As an organization, ISCA is committed to ongoing research and development. As such, the Learning Progression was created through a rigorous process that reflects the latest insights and best practices in education, ensuring that it meets the evolving needs of learners and educators alike. Our dedicated team of international school counselors, curriculum developers, school leaders, expert reviewers, and consultants—representing various specializations and developmental levels, including higher education—mapped out the progression of all standards, ensuring they are developmentally appropriate and sequential. This comprehensive approach aligns with current educational best practices and the latest research, allowing for a more cohesive and effective implementation of the ISCA Student Standards. The ISCA Learning Progression underwent several rounds of feedback and review. The drafts were shared at ISCA events, including the virtual collaborative and annual conferences, enabling hundreds of counselors and other educators to contribute their expertise. A complete list of official contributors and resources that guided our research can be found at the end of this introduction.

## Intended Audience for the Learning Progression

The **ISCA Student Standards Learning Progression (2024)** is for:

- **School Counselors:** To design developmentally appropriate lessons and activities, essential for building a comprehensive school counseling program.
- **Teachers:** To integrate social-emotional learning, global perspective, identity development, academic skills, and career readiness across all subjects and grade levels.
- **Administrators:** To support and lead school-wide initiatives that align with strategic goals related to holistic student development.
- **Curriculum Leaders:** To ensure that the curriculum meets diverse learning needs and aligns with the ISCA standards for comprehensive education.
- **Other School Staff:** To play a role in fostering essential life skills in students, contributing to a unified approach to student development.
- **Parents and Learners:** To provide clear expectations and support equity in education, helping to understand and meet the learning goals across different cultural and educational contexts.

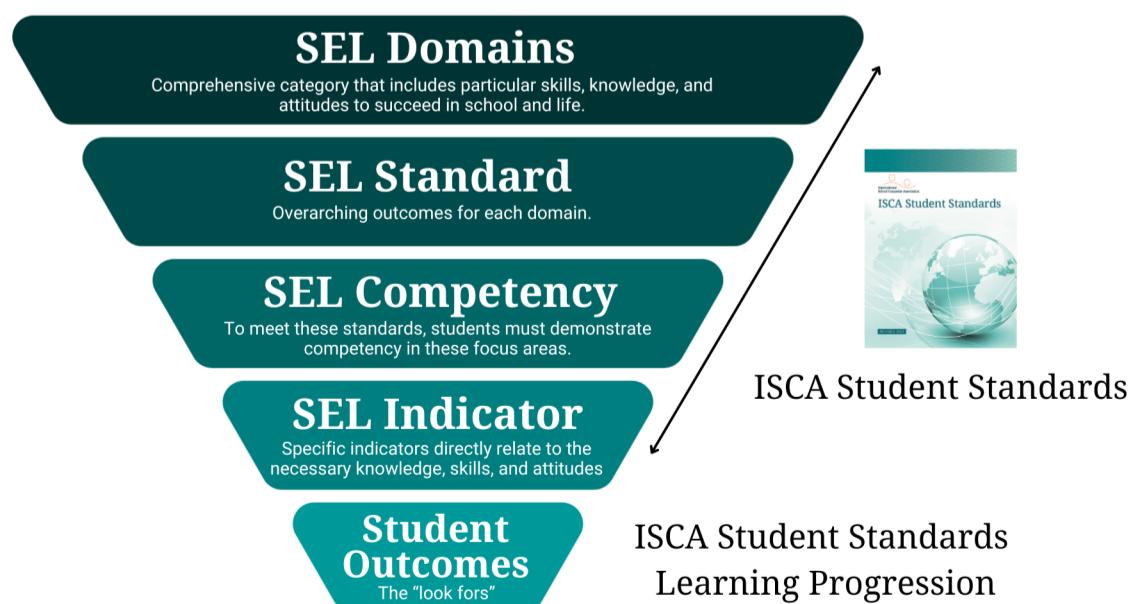
## How Is the Learning Progression Organized?

### Grade Bands

The learning outcomes that are outlined in the progression identify what learners should independently know and be capable of achieving by the end of each grade band from Pre-K, K–2, 3–5, 6–8, and 9–12. These are based on the US/American grade structures and can be adjusted to suit the developmental stages and naming conventions used in your school. These grade-banded learning outcomes are intentionally designed to support developmental progress by strategically guiding learners toward deeper learning in the subsequent grade band. **They build upon the preceding level, indicating that learners should demonstrate proficiency in both the previous and current grade bands.**

### Organization

The learning progression is organized around the four domains of the ISCA Student Standards: social-emotional, global perspective and identity development, academic, and career. Each domain is further broken down by standards, structured as follows:



## Coding Structure

The coding structure helps educators quickly identify where specific skills or knowledge are situated within the broader framework of the standards, competencies, and indicators across different domains. It provides a systematic way to organize and reference learning objectives and expectations within educational materials and assessments.

Using the following as an example, the coding system can be interpreted in this way:

- **C:A2:1 Identify career trends and occupations**
- **C:** Represents the **Career Domain**
- **A2:** Indicates **Standard A, Competency 2** within the Career Domain.
- **1:** Refers to **Indicator 1**, which specifies a particular skill or knowledge area related to **Competency 2** under **Standard A** in the **Career Domain**.

## Language/Terminology in the Learning Progression

We refer to learners using “they/their” pronouns to promote gender neutrality and inclusivity, ensuring that all learners are represented without bias. This usage aligns with current best practices in academic language, reflecting a commitment to diversity and respect for individual identities.

## Using the Learning Progression

Using the **ISCA Student Standards Learning Progression (2024)** involves guiding learners through a structured process of nurturing essential life skills.

Educators can use the Learning Progression to:

- establish clear learning goals aligned with the standards
- assess learners' current proficiency levels
- track progress over time
- provide ongoing feedback to support development
- adjust instruction based on collected data
- encourage learners to reflect and assess their progress toward goals
- celebrate milestones achieved
- review and communicate with learners and families to ensure transparency and collaboration in fostering growth in these crucial life skills

**Important Notes:** You have the flexibility to apply these standards based on your school's specific needs and priorities. Decisions should be made collaboratively, considering identified gaps, redundancies, and priorities. Regular evaluation is crucial for monitoring progress and adjusting approaches to optimize learning outcomes.

ISCA has developed essential tools and expert tips to support schools as they implement the ISCA Student Standards and Learning Progression in their programs. For more information visit: [www.iscainfo.com](http://www.iscainfo.com).

## About ISCA

The International School Counselor Association (ISCA) is the leading association formed by international school counselors for counselors. ISCA cultivates a safe, open-minded environment to promote community, connection, and professional learning. Our comprehensive programs are culturally competent and empower counselors to effectively advocate for learners. By joining ISCA, members can enhance their professional development, expand their knowledge, and engage with a global community of international school counselors.

Visit ISCA at [www.iscainfo.com](http://www.iscainfo.com) to learn more and become a part of our community. Moreover, to learn more about developing a comprehensive counseling program, order a copy of the ISCA International Model (2022) at [www.iscainfo.com/The-Model](http://www.iscainfo.com/The-Model).

## Acknowledgments

This work would not have been possible without the dedication and expertise of our distinguished Working Group. We extend our heartfelt gratitude to these professionals for their unwavering commitment to the creation of these learning outcomes. Their collaborative efforts, insightful contributions, and tireless work have been instrumental in shaping a progression that is both rigorous and adaptable to diverse educational contexts.

### Lead Developers

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## Acknowledgments (continued)

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In addition to the ISCA Working Group, we also wish to acknowledge the invaluable contributions of our Expert Reviewers. Their thorough reviews, constructive feedback, and expert insights have ensured that the learning progression is comprehensive and applicable across developmental levels and various educational settings. We appreciate their dedication to excellence and their role in refining this progression to better serve learners and educators alike.

### Expert Reviewers

Jane Baron	Lynn Kogelman
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### Progression Preview and Feedback at the ISCA 2023 Bangkok and 2024 Athens Conferences

The progression was shared at the ISCA Annual Conference in 2023 in Bangkok, Thailand, and again in 2024 in Athens, Greece. Over 600 counselors and educators had the opportunity to review, edit, write, and contribute to the development of the learning progression. We are deeply grateful for their time, insights, and unwavering support, which have been invaluable in shaping this important work. Together, the contributions of our Working Group and Expert Reviewers have culminated in a robust Learning Progression that is poised to make a significant impact on student learning outcomes worldwide. We are deeply grateful for their expertise, dedication, and unwavering support in this endeavor.

## Social-Emotional

Standard A:		Students will demonstrate the dispositions, knowledge, and skills to develop and maintain positive relationships with self and others				
		Competency A1 Social and Self-Awareness				
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12	
<b>SE:A1:1 Identify personal values, attitudes, and beliefs</b>	Begin to express their likes and dislikes through play, showing early signs of personal preferences.	Express their opinions and beliefs.	Express what is important to them and articulate their opinions and beliefs.	Identify and differentiate between their values, attitudes, and beliefs, and identify some factors that influence how they think and feel.	Explain their values, attitudes, and beliefs, describing the influences that have shaped their development and how these insights enhance self-awareness.	
<b>SE:A1:2 Identify and express feelings and emotions</b>	Recognize facial expressions and body language associated with basic emotions and express their feelings using simple words or nonverbal communication.	Identify and label basic emotions to communicate their own feelings and infer how others might be feeling.	Recognize and label a range of complex emotions, using precise vocabulary to name their own feelings and describe the feelings of others.	Compare the varying intensity levels of their own and others' emotions and identify potential triggers for specific emotional responses.	Recognize and label their emotions in various situations and understand their body's emotional responses to express feelings in healthy ways.	
<b>SE:A1:3 Develop self-awareness and self-management skills essential for mental health</b>	Recognize and identify basic emotions like happiness, sadness, and anger, and begin to express them using simple self-regulation strategies like deep breathing or seeking comfort from a trusted adult.	Describe their feelings and begin to use advanced self-regulation strategies like counting to calm down, positive self-talk, or seeking support from teachers or peers.	Recognize their emotional needs, choose effective self-regulation strategies, and seek support from teachers or peers when needed.	Demonstrate understanding of the complexities of their emotions and their impact on mental health, choose effective self-regulation and self-management strategies, and seek support when experiencing mental health issues.	Recognize, identify, and manage complex emotional challenges by making informed decisions about mental well-being, utilizing effective self-regulation and self-management strategies, and seeking the needed support when experiencing mental health issues.	
<b>SE:A1:4 Take action (individually or with support) to positively impact their own mental health</b>	Identify simple actions that help them feel better, such as playing, resting, or talking to a trusted adult.	Identify and choose activities or strategies that support self-regulation, as needed.	Describe actions they can take to maintain or improve their mental health and practice self-regulation techniques, as needed.	Develop a personal plan for managing stress, enhancing mental well-being, and practicing self-regulation.	Implement self-regulation and coping strategies based on personal preferences and experiences, regularly assessing the effectiveness of the strategies and advocating for their mental health needs.	
<b>SE:A1:5 Describe the relationship between feelings and behavior</b>	Demonstrate understanding of how emotions like happiness or sadness can influence their actions, such as smiling when happy or crying when sad, recognizing basic cause-and-effect relationships.	Explain how various emotions can result in different behaviors, such as feelings of anger leading to shouting.	Identify how social and environmental factors influence emotions and behaviors and articulate how one individual's behavior can affect the feelings of others.	Examine how personal behavior changes with emotions, social situations, and the environment, and understand its impact on others' feelings.	Describe the intricate and reciprocal relationship between their emotions and behavioral responses, illustrating how feelings influence actions and vice versa.	
<b>SE:A1:6 Develop healthy ways to identify, express, and respond to one's emotions</b>	Recognize how facial expressions convey emotions and use simple forms of communication like words, gestures, and expressions to express how they feel.	Use specific words and/or self-expressive activities to communicate how they are feeling.	Identify and apply effective emotional expression strategies and coping mechanisms to manage emotions.	Develop a toolbox of strategies that they find effective for expressing and managing emotions.	Select and adapt strategies for effective emotional expression, enabling them to articulate and respond to various emotions and situations they encounter.	
<b>SE:A1:7 Identify personal and social identities</b>	Recognize and name personal characteristics such as name, age, family members, languages spoken, and interests.	Recognize the unique aspects of their identities, identifying what makes them similar to and different from others.	Identify the complexities and diversity within personal and social identities.	Explain how different aspects of a person's social identities combine or intersect to influence their unique experiences, perspectives, and challenges in life.	Form a coherent and continually developing sense of identity that incorporates various facets of who a person is within their social context.	
<b>SE:A1:8 Accept constructive feedback from others, and use it to learn and grow</b>	Practice actively listening and demonstrating attentiveness through body language when receiving verbal feedback from someone, such as a peer or trusted adult.	Demonstrate a willingness to consider and accept feedback and communicate their thoughts and emotions in response to that feedback.	Distinguish between feedback and personal criticism, accepting helpful feedback from peers and adults.	Seek out and accept feedback from others and use it as an opportunity to learn and grow.	Use feedback to make adjustments and improvements, demonstrating an understanding of its importance for learning and personal growth.	
<b>SE:A1:9 Identify long- and short-term goals</b>	With support, make a simple plan or set a simple goal related to familiar activities and routines.	Begin to articulate simple short-term personal goals.	Define both short-term and long-term personal goals.	Articulate a long-term personal goal and deconstruct it into smaller, short-term goals.	Develop long- and short-term personal goals, adjusting them based on changing priorities and aspirations.	
<b>SE:A1:10 Develop an action plan to achieve personal goals</b>	Follow and recall basic steps for completing a simple task.	Identify basic steps to achieve simple personal goals, such as completing a small task or learning a new skill.	Outline a simple action plan with sequential steps to achieve personal goals.	Create detailed and organized action plans for personal goals, including timelines and deadlines for both short-term and long-term objectives.	Create organized action plans for short-term and long-term personal goals with realistic timelines and deadlines, anticipating obstacles, overcoming them, and adapting the plan as needed.	

Competency A1 Social and Self-Awareness					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>SE:A1:11 Identify strategies to cope with loss and grief</b>	Recognize and express emotions related to loss and sadness through age-appropriate activities.	Recognize different forms of loss and begin to identify symptoms of grief in different people; identify simple coping strategies such as talking about feelings or engaging in comforting activities.	Explain the different ways that people may cope with loss; identify a range of coping strategies for dealing with loss, such as creative expression, journaling, and seeking support from trusted individuals.	Identify the stages of grief and explain how the grieving process is unique to each individual; develop more sophisticated coping mechanisms, such as mindfulness, self-reflection, and engaging in meaningful activities.	Create a well-developed toolkit of coping strategies, knowing how to adjust them based on the nature and intensity of the loss.
<b>SE:A1:12 Recognize that everyone has rights and responsibilities</b>	Recognize simple rights, such as the right to be treated kindly and with respect, and engage in basic responsibilities, such as cleaning up after oneself.	Identify basic rights and responsibilities in classroom and social settings, demonstrating awareness of fairness and respect.	Define and express personal and human rights and responsibilities in different situations, showing respect for diversity and inclusion.	Analyze and evaluate complex rights and responsibilities in local and global contexts.	Evaluate how personal actions affect the rights and well-being of others, while promoting equity, justice, and global civic engagement.
<b>SE:A1:13 Identify the signs of stress and use techniques for reducing stress</b>	Practice simple self-soothing techniques such as belly breathing.	Identify basic physical signs of stress, such as stomachaches or changes in breathing, and apply simple techniques for self-soothing, such as taking deep breaths or engaging in a calming activity.	Describe what stress feels like to them emotionally and physically and practice a variety of stress-reducing strategies to identify the ones that they find most effective.	Recognize additional signs of stress, such as changes in sleep patterns or appetite, and develop a personalized toolbox of stress reduction strategies, incorporating techniques like journaling, exercise, and time management.	Identify personal stressors, recognize the signs of stress in self and others, and select strategies to prevent or manage stressful situations, such as mindfulness exercises and/or physical activities.
<b>SE:A1:14 Describe the growth and development process</b>	Begin to recognize and describe physical changes in self and others such as getting taller or learning new skills.	Describe the changes in growth and development of their bodies in simple terms.	Explain how bodies change and develop in preadolescence.	Describe adolescence as a distinct stage in the life cycle, recognizing the predictable physical, cognitive, and emotional changes associated with it.	Explain how physical, cognitive, and emotional well-being are connected in overall development, and reflect on their own growth journey.

Competency A2 Relationships					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>SE:A2:1 Make and maintain healthy relationships, including friendships, to promote mental health</b>	Form positive social interactions with peers through sharing, turn-taking, and respecting boundaries.	Create and maintain friendships based on shared interests and activities.	Engage in deeper and more nuanced friendships, considering emotional support and shared values.	Foster a variety of relationships consisting of healthy boundaries with peers, teachers, and family members.	Develop and maintain a diverse and supportive social network, both online and offline, demonstrating healthy relationships that promote overall mental health and well-being.
<b>SE:A2:2 Develop empathy, respect, compassion, and acceptance of differences, which are essential components of healthy relationships</b>	Recognize and identify the feelings of others and demonstrate a response that shows kindness and care.	Recognize, identify, and respond in respectful ways to the emotions and differences of others.	Show empathy and respect for individuals with diverse experiences, backgrounds, abilities, cultures, and interests.	Use social cues to understand people's feelings and respond with empathy, respect, compassion, and acceptance while speaking and acting respectfully toward diversity in abilities, cultures, and interests.	Develop and maintain healthy relationships by showing empathy, respect, compassion, and acceptance of differences.
<b>SE:A2:3 Use effective oral and written communication skills, including active listening skills and both verbal and nonverbal behaviors</b>	Communicate needs and thoughts through simple words and gestures and listen to and follow basic instructions.	Express ideas and feelings in conversations with peers and adults, utilizing nonverbal communication skills like body language and facial expressions to enhance communication.	Articulate ideas and emotions in conversations with peers and adults, employing listening skills, nonverbal cues, and questions to empathetically understand the feelings and perspectives of others.	Identify different modes of communication and demonstrate the ability to calibrate language for the situational context.	Demonstrate effective oral and written communication skills to build strong relationships.
<b>SE:A2:4 Engage with opposing viewpoints in a respectful manner</b>	Listen to and acknowledge different perspectives during play and simple discussions.	Apply skills and strategies to talk and listen effectively when they disagree with someone.	Distinguish between disrespectful and respectful disagreements and demonstrate the ability to respectfully disagree with the perspectives of others.	Engage with diverse viewpoints, using speaking and active listening skills to respectfully acknowledge and discuss differing perspectives.	Express differences respectfully while analyzing personal biases and remaining open to new ideas.
<b>SE:A2:5 Demonstrate effective conflict resolution skills</b>	Express how they are feeling when a problem arises while playing with friends.	Express how they are feeling when a social problem arises and explain or advocate for their desired outcome.	Express feelings when a social problem arises, advocate for their desired outcomes while considering others' feelings, and practice mediation to resolve social conflicts.	Recognize factors that escalate conflicts and use strategies to de-escalate and resolve them.	Resolve peer conflicts using mediation and/or conflict resolution skills in a constructive manner.
<b>SE:A2:6 Differentiate between situations requiring peer support and situations requiring adult or professional help</b>	Begin to recognize when help is needed, such as when feeling upset or experiencing a problem.	Distinguish between situations where it is appropriate to seek support from peers and those that require adult involvement.	Explain the roles of different adults in providing support and identify situations that may require the specialized expertise of professionals like counselors or medical personnel.	Independently assess situations to decide when to seek support and when to involve adults in more serious matters.	Make informed choices about when to seek help from peers, adults, or professionals, depending on the nature and seriousness of the situation.
<b>SE:A2:7 Identify strengths, assets, and areas for self-improvement in relation to working collaboratively</b>	Recognize their contributions to collaborative play and activities.	Recognize strengths and identify areas for improvement in collaborative settings.	Engage in self-reflection to identify strengths and areas for improvement in collaborative settings.	Use feedback from others to recognize strengths and areas for improvement in collaborative settings.	Demonstrate self-awareness by identifying strengths, assets, and areas for improvement in complex collaborations, and describe how personal strengths enhance team success.
<b>SE:A2:8 Develop strategies to cope with social pressure and refrain from applying pressure to others</b>	Begin to demonstrate an understanding of simple social expectations in group settings, such as taking turns and sharing.	Recognize social pressures in peer groups and use strategies like expressing feelings and preferences while avoiding pressuring others.	Describe how social pressure affects them and others and apply strategies to make decisions based on personal values rather than external influences.	Examine peer pressure dynamics across various situations and create personal strategies to manage them, including using clear and assertive communication to navigate social pressures and avoid pressuring others.	Assess the risks and benefits of social pressures they encounter, promote positive social interactions, intervene when peers are negatively influenced, use critical media literacy to resist pressures from different sources, and avoid pressuring others.

Standard B:		Students will make decisions, solve problems, set goals, and take necessary action to achieve personal goals				
	Competency B1 Decision-Making					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12	
<b>SE:B1:1 Develop effective coping skills to manage challenges</b>	Begin to solve common problems in the context of play through sharing, turn-taking, apologizing, and/or self-direction.	Identify the cause of a problem or challenge and start a problem-solving process, which may involve calming down, apologizing, sharing, or taking turns to find a solution.	Use different problem-solving and coping skills and consider the possible results of each strategy.	Use different problem-solving and coping skills and evaluate their effectiveness in various situations.	Analyze the complexity of a personal challenge or problem, identifying multiple perspectives, possible solutions, and potential obstacles before choosing an advanced coping mechanism.	
<b>SE:B1:2 Analyze the relationship between choices and their outcomes, and identify strategies to recover from negative consequences</b>	Recognize simple cause-and-effect relationships in their daily activities.	Recognize cause-and-effect relationships in choices, describe consequences of decisions, and identify strategies to recover from less-favorable outcomes.	Recognize the impact of decisions on themselves and others, and practice recovery strategies like flexibility, setting boundaries, and improving communication.	Analyze both short-term and long-term consequences of decisions, develop foresight, and implement strategies to recover from setbacks through self-reflection and proactive problem-solving.	Examine how their choices affect long-term outcomes, demonstrating resilience and using coping strategies to recover from setbacks or adverse situations.	
<b>SE:B1:3 Apply effective problem-solving and responsible decision-making skills to make safe and healthy choices</b>	Recognize simple problems and choose basic, safe solutions with support.	Identify simple problems, evaluate healthy and unhealthy options, and make safe choices.	Apply basic problem-solving steps to make responsible decisions affecting their health and safety.	Use a decision-making process to make safe and healthy choices.	Apply a decision-making process to analyze situations, generate options, consider consequences, and ensure safety and health in navigating complex life choices.	
<b>SE:B1:4 Accept responsibility for own decisions and modify behavior accordingly</b>	Recognize when a personal or social problem arises.	Take responsibility for their actions, acknowledge their role in what happened, and strive to repair any harm caused.	Demonstrate increased awareness of personal responsibility and actively work to repair any harm caused.	Assess their level of responsibility for outcomes in difficult personal or social situations and take action to repair the harm caused.	Take responsibility, reflecting on decisions made in personal or social situations and actively working to repair harm while preventing recurrence.	
<b>SE:B1:5 Demonstrate when, where, and how to seek support for solving problems and making decisions</b>	Recognize when they are struggling and signal that support is needed, verbally and/or nonverbally.	Seek and accept help from others as needed when solving problems or making decisions.	Ask questions and seek help from adults and peers when solving problems and making decisions.	Recognize and communicate their needs, ask questions, and use resources to support problem-solving and decision-making.	Use a variety of resources to seek support and advocate for their needs as they solve problems and make decisions.	
<b>SE:B1:6 Recognize when social pressure is influencing a personal decision</b>	Begin to express personal preferences in social contexts.	Recognize simple instances of peer influence in decision-making and begin to differentiate between personal preferences and choices influenced by peers.	Distinguish between different types of peer influence and define peer pressure in social contexts.	Analyze social pressures and how they can affect personal decisions.	Analyze complex social dynamics and peer influence and explain their potential impact on decision-making.	

Standard C:	Students will demonstrate personal safety skills				
	Competency C1 Personal Safety				
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>SE:C1:1 State knowledge of personal contact information</b>	Provide personal and family contact information and know how to use it for personal safety.				
<b>SE:C1:2 Develop skills to utilize personal and community resources related to mental health</b>	Identify trusted adults at home and school for support and recall a mental health strategy, such as drawing, deep breaths, or mindful movement, and its appropriate use.	Identify trusted adults and peers to ask for help when needed and describe strategies to support mental health and their appropriate use.	Identify trusted adults for help and locate community resources such as school counselors and teachers for mental health support.	Identify trusted adults for support, explain the role of community organizations and mental health services, recognize signs of distress in themselves and their peers, and seek help using personal and community resources.	Identify trusted adults for support, explain the importance of seeking professional help for mental health challenges, recognize signs of distress in themselves and their peers, and seek help using personal and community resources.
<b>SE:C1:3 Recognize and advocate for personal boundaries, rights, and privacy needs</b>	Demonstrate basic awareness of personal space and use simple refusal skills to communicate appropriate boundaries.	Recognize their right to feel safe and comfortable by asking for privacy when needed and/or using refusal skills to establish appropriate boundaries.	Identify types of personal boundaries, such as physical, emotional, and online boundaries, and advocate for their right to feel safe and comfortable.	Apply skills to express and defend personal boundaries and advocate for their right to feel safe and comfortable, as well as for the rights of others.	Analyze situations or examples of personal boundaries, rights, and/or privacy being violated and explain the implications and possible advocacy strategies.
<b>SE:C1:4 Examine the relationship between rules, laws, safety, and the protection of human rights of the individual</b>	Recall simple classroom rules and basic safety practices such as looking both ways before crossing the street or how to use scissors safely.	Explain how rules, both in class and at home, contribute to maintaining harmony, ensuring safety, and promoting fairness for everyone.	Explain the purpose of laws to protect self and others.	Describe the impact of laws on individuals and society in relation to the protection of human rights.	Analyze examples of the complex interplay between rules and laws and evaluate their effectiveness in protecting the safety and human rights of individuals.
<b>SE:C1:5 Distinguish between safe and unsafe physical contact, and identify ways to respond to unsafe situations</b>	Recognize safe and unsafe situations such as unwanted or uncomfortable touch, identify trusted adults to seek out when feeling unsafe, and use refusal strategies.	Distinguish between safe and unsafe touch, communicate feelings about physical interactions, advocate for personal safety, and recall and apply strategies to stay safe and respond to unsafe situations.	Explain different types of unsafe situations, including physical, verbal, nonverbal, and online interactions; advocate for personal safety for themselves and others; and use strategies to stay safe.	Assess the appropriateness of situations based on context, relationships, and comfort levels, including physical, verbal, nonverbal, and online interactions; advocate for personal safety for themselves and others; and describe strategies to stay safe depending on the scenario and context.	Critically evaluate the appropriateness of physical, verbal, nonverbal, and online interactions in complex and evolving situations, and develop a comprehensive plan to address and prevent unsafe situations while advocating for the personal safety of themselves and others.
<b>SE:C1:6 State the legal consequences for substance use, sexual activity, marriage, etc., according to the country one lives in</b>	Show understanding of basic rules and concepts of right and wrong, particularly in relation to their own behavior and safety.	Identify basic personal safety rules taught in school.	Recall the school personal safety policies.	Explain the school personal safety policies and legal consequences for substance use, sexual activity, marriage, etc., according to the country they live in.	Analyze and explain the school personal safety policies and legal consequences for substance use, sexual activity, marriage, etc., according to the country they live in.
<b>SE:C1:7 Explain the concept of consent and how it relates to setting and respecting boundaries</b>	Follow simple rules about respecting one another's personal space and belongings during activities.	Begin to demonstrate understanding of the concept of consent by asking for permission in simple scenarios like sharing toys or playing together.	Apply the concept of consent to everyday scenarios, including borrowing items, physical contact, and sharing personal information, and emphasize the significance of setting and respecting personal boundaries.	Discuss the role of consent in more complex relationships, including dating and romantic interactions, and articulate the responsibility of individuals to ensure their actions are consensual and respectful.	Describe types of consent, including informed consent, and explain how individual autonomy relates to respecting each person's right to control their body and choices.
<b>SE:C1:8 Demonstrate digital citizenship focusing on internet safety skills</b>	Follow simple rules to stay safe when using the internet and digital tools.	Recognize safe behavior when using the internet and digital tools, such as not sharing personal information.	Describe why it is important to behave safely online and be a responsible digital citizen, including using privacy settings and understanding the risks of sharing personal information on the internet.	Engage in safe, legal, and ethical behavior when using technology and manage their digital identity and personal safety when having online interactions.	Engage in safe, legal, and ethical behavior when using technology and manage their digital identity and personal safety when engaging in online interactions.
<b>SE:C1:9 Explain the emotional and physical dangers of substance use and dependency</b>	Recall simple safety rules, such as not ingesting anything without a trusted adult's guidance.	Explain the dual effects of substances like medications on the body and brain, emphasizing the importance of taking them as prescribed by a doctor and never using medications intended for others.	Explain how substances such as drugs, alcohol, and nicotine can affect different parts of the body, brain, and emotional state.	Explain how alcohol, drugs, and nicotine can negatively affect brain development in adolescence, emphasizing the increased vulnerability to addiction due to developing brains, and identify protective factors for lowering the risk of addiction.	Examine the complexity of addiction, considering genetics, environment, and treatments; describe how substance use affects relationships, mental health, and well-being; and demonstrate the ability to recognize signs of alcohol overdose and seek urgent medical help.
<b>SE:C1:10 Identify trusted adults in the school and community, and know how, when, and where to ask for help for self and others</b>	Identify trusted adults in the school and community, and know how, when, and where to ask for help for self and others				

## 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	
<b>GP:A1:1 Explain the various definitions of "home," which can include countries, cultures, or places</b>	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.	
<b>GP:A1:2 Differentiate between surface culture and deep culture</b>	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.	
<b>GP:A1:3 Explore how cultural traditions impact one's identity</b>	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.	
<b>GP:A1:4 Examine the various conceptual constructs of culture</b>	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.	
<b>GP:A1:5 Examine the ways in which cultural values and beliefs may conflict</b>	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.	
<b>GP:A1:6 Explain the ways in which values and beliefs may motivate behavior</b>	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).	
<b>GP:A1:7 Examine the impact that cultural values may have on the privilege or marginalization of groups</b>	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.	
<b>GP:A1:8 Examine prejudices and biases</b>	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.	
<b>GP:A1:9 Engage in local cultures and languages where one lives</b>	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
<b>GP:A2:1 Describe personal values and beliefs</b>	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.
<b>GP:A2:2 Identify shared values between self and others</b>	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.
<b>GP:A2:3 Articulate their positionality within the given context to better understand a situation</b>	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.
<b>GP:A2:4 Engage in perspective-taking to consider multiple interpretations of situations</b>	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.
<b>GP:A2:5 Distinguish between intent and impact with relation to behaviors and communication</b>	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.
<b>GP:A2:6 Accept feedback as a means to personal growth with regards to understanding other perspectives</b>	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	
<b>GP:B1:1 Explain how identities develop</b>	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.	
<b>GP:B1:2 Examine the multiple elements that make up identity and how these are influenced by cultural contexts</b>	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.	
<b>GP:B1:3 Analyze the complexity of a person's identity in relation to the concept of intersectionality</b>	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.	
<b>GP:B1:4 Articulate one's own unique history and experiences</b>	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.	
<b>GP:B1:5 Identify one's own positionality with regards to various identity markers</b>	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.	
<b>GP:B1:6 Reflect on one's own experiences with privilege and marginalization</b>	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.	
<b>GP:B1:7 Reflect on how one's own identity interacts with others to impact personal relationships and life experiences</b>	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
<b>GP:B2:1 Examine family as a social construct</b>	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.
<b>GP:B2:2 Analyze the impact of family on cultural identity</b>	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.
<b>GP:B2:3 Examine cultural identity of own family and the impact this has on identity development</b>	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.
<b>GP:B2:4 Define what it means to belong</b>	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.
<b>GP:B2:5 Define "cross-cultural kid," "third culture kid," and "global nomad"</b>	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.
<b>GP:B2:6 Compare and contrast one's own cultural identity to the cultural identity of others</b>	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.
<b>GP:B2:7 Use awareness of self to effectively navigate settings with diverse individuals and groups</b>	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	
<b>GP:C1:1 Explore perspectives of others, particularly those of historically unrepresented groups</b>	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.	
<b>GP:C1:2 Advocate for the rights of others</b>	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.	
<b>GP:C1:3 Take responsibility to learn about inequity in your community</b>	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.	
<b>GP:C1:4 Advocate for greater equity in your community</b>	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	
<b>GP:D1:1 Identify various types of transitions that occur throughout a lifespan</b>	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.	
<b>GP:D1:2 Recognize the personal nature of the transition experience</b>	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.	
<b>GP:D1:3 Demonstrate awareness of cultural adjustment</b>	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.	
<b>GP:D1:4 Articulate a model of transition and apply it to one's own experience</b>	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.	
<b>GP:D1:5 Develop strategies to care for self and others during times of transition</b>	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
<b>GP:D2:1 Use knowledge of the transition process to enhance communication, inform decisions, and build relationships with others</b>	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.
<b>GP:D2:2 Establish positive routines and structures to support healthy transitions</b>	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.
<b>GP:D2:3 Explore the complex feelings and emotions associated with transition</b>	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.
<b>GP:D2:4 Explain the importance of time needed to adapt to major transitions</b>	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.
<b>GP:D2:5 Develop strategies to care for self and others during times of transition</b>	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.
<b>GP:D2:6 Manage the potential stress and loss associated with transition events</b>	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.
<b>GP:D2:7 Establish strategies to stay connected with others during and after transition</b>	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.

Academic					
Standard A:	Students will demonstrate the dispositions, knowledge, and skills that contribute to effective learning in school and throughout life				
	Competency A1 Self-Awareness as a Learner				
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>A:A1:1 Display a positive disposition towards learning and willingness to embrace new ideas, challenges, and/or learning opportunities</b>	Express curiosity and joy when trying new activities.	Demonstrate a positive attitude when facing challenges and exploring new ideas and/or activities.	Engage in new learning experiences and academic challenges with a positive and curious mindset.	Express a willingness to learn unfamiliar and/or challenging topics.	Take initiative to learn new and/or challenging topics and explain the benefits of embracing new ideas, challenges, and/or learning opportunities.
<b>A:A1:2 Identify and apply attitudes, behaviors and strategies which lead to successful learning</b>	Follow basic classroom routines that build a foundation for self-regulation, organization, and time management.	Practice basic strategies and develop habits for self-regulation, organization, and time management.	Apply some strategies for self-regulation, organization, and time management, recognizing how these lead to successful learning outcomes.	Apply several strategies for self-regulation, organization, and time management, identifying which practices lead to successful learning outcomes.	Consistently adapt and refine self-regulation, organization, and time-management strategies, explaining how these lead to successful learning outcomes.
<b>A:A1:3 Articulate self-efficacy as a learner</b>	Demonstrate a growing sense of confidence and accomplishment when trying new learning tasks.	Use positive self-talk to express confidence in their ability to learn and succeed.	Acknowledge and celebrate achievements and progress and demonstrate a sense of confidence as a learner.	Connect past successes to personal efforts and strategies, expressing confidence in their capability and competence as a learner.	Recognize the correlation between academic achievements and ongoing effort and dedication, expressing belief in their capabilities to achieve goals or desired outcomes.
<b>A:A1:4 Use mistakes as opportunities for growth in the learning process</b>	Demonstrate perseverance when mistakes are made or setbacks occur.	Demonstrate resilience by trying again after making mistakes.	Distinguish between a growth mindset and a fixed mindset and explain how mistakes can lead to new discoveries in learning.	Demonstrate a growth mindset by viewing mistakes as opportunities to learn and analyzing weaknesses to identify ways to improve.	Leverage mistakes to grow and evaluate the importance of mindsets in learning.
<b>A:A1:5 Take pride in work and achievement</b>	Show signs of positive self-recognition during simple accomplishments.	Acknowledge and celebrate academic achievements.	Engage in positive self-reflection about their work and academic achievements.	Take ownership of their work and demonstrate a sense of pride in academic achievements.	Articulate academic achievements with confidence.
<b>A:A1:6 Use self-awareness to build on personal strengths and take steps to meet challenges</b>	Begin to express preferences for certain activities based on emerging strengths.	With support, recognize their emerging strengths and areas of challenge.	Recognize their strengths and areas of challenge and apply strategies and resources to support learning.	Explain their strengths and areas of challenge and apply strategies and resources to support learning.	Analyze their strengths and areas of challenge to proactively seek and apply a range of strategies and resources to support learning.
Competency A2 Effective Learning					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>A:A2:1 Apply critical-thinking skills</b>	Begin to ask simple questions, show curiosity about the world, and engage in activities (e.g., puzzles and sorting games to practice basic problem-solving skills).	Look closely at information, derive important details, and make connections between ideas or events.	Analyze simple data or information and derive conclusions from given data or information.	Solve multistep problems, considering various factors and potential solutions.	Construct well-reasoned arguments and evaluate the arguments of others, incorporating evidence and addressing counterarguments.
<b>A:A2:2 Apply time-management skills to use time productively and accomplish tasks by deadlines</b>	Begin to develop a sense of time through experiencing basic concepts, such as sequences and routines (e.g., "First...then...", visual timelines, transition songs).	Recall the order of activities and assignments for the day or week and begin to demonstrate an understanding of the passage of time as it relates to their school day (e.g., checking tasks off when they are completed, engaging in countdown activities).	Use assignment planners or digital calendars to record homework assignments, projects, and due dates.	Estimate how long an assignment will take by carefully reading the instructions to find key requirements and goals, break big tasks into smaller, manageable ones to finish on time, and prioritize and organize tasks from most to least important.	Make choices about how to allocate time by prioritizing tasks according to importance and urgency, and integrate assignment deadlines into their schedule by allocating time for assignments, extracurricular activities, and personal time.
<b>A:A2:3 Demonstrate the ability to persist with tasks when faced with challenges and adapt approach in order to achieve objectives/goals</b>	With support, show a readiness to attempt challenging activities.	Recognize learning challenges, adopt a flexible, growth-oriented mindset, and seek assistance from teachers or peers when challenged with difficult tasks.	Recognize aspects of their learning that are challenging and seek appropriate support to persist with difficult tasks.	Express what was learned from setbacks and adjust strategies to overcome challenges and achieve goals.	Initiate action to overcome learning challenges, deepen understanding of the learning process, reflect on experiences, and build resilience to achieve goals.
<b>A:A2:4 Fulfill individual role and responsibilities when working within a group through cooperation and compromise</b>	Play alongside and/or with others and begin to take turns and share items.	Share, take turns, cooperate, and compromise with others when working in a group.	Express a shared responsibility for the group's goals and support the learning of self and others (e.g., collaborating, listening, compromising, sharing tasks and roles).	Apply collaborative skills such as active listening, respectful disagreement, acknowledgment of the opinions of others, and compromise.	Establish and maintain close, interpersonal working relationships by applying collaborative skills (e.g., active listening, respectful disagreement, acknowledgment of the opinions of others, compromise).
<b>A:A2:5 Produce original work and exercise academic honesty</b>	Treat the work of others with kindness.	Identify examples of honesty and draw connections between personal and academic honesty.	Complete own work and acknowledge others' ideas by citing sources.	Recognize academic dishonesty and complete assignments independently, and acknowledge sources when using others' ideas or information.	Produce original work and exercise academic honesty, and explain the potential consequences of academic dishonesty both within the school setting and in terms of long-term educational goals.

Standard B:		Students will apply future-ready skills in preparation for a variety of postsecondary paths including college and career				
		Competency B1 Self-Directed Learning and Student Agency				
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12	
<b>A:B1:1 Develop own personal approach to learning, including application of organizational and study skills</b>	Follow simple classroom routines for cleaning up and putting materials in their designated places.	Take responsibility for tidying up and maintain an organized learning environment.	Utilize basic study techniques, such as note-taking and/or reviewing lessons, and apply simple organizational systems to locate their personal learning materials and assignments.	Apply more advanced study skills such as effective note taking, using study strategies like summarizing and highlighting and utilizing digital tools for organization.	Choose organizational and study strategies that work best for them and apply these strategies with regularity, leading to effective learning habits.	
<b>A:B1:2 Identify creative approaches to learning and tasks</b>	Explore ideas and interests through creative play.	Generate multiple ideas for how to approach projects or tasks.	Experiment with new approaches to learning and develop creative solutions to problems.	Develop creative ideas, solutions, and approaches to learning, independently and in collaboration with others.	Develop and implement creative solutions to complex problems, leading and motivating others in collaborative projects and initiatives.	
<b>A:B1:3 Demonstrates independence as a self-directed learner</b>	Make choices about how to play and assist with tasks in the learning environment.	Assume responsibilities within the learning environment.	Make choices and solve problems related to their own learning.	Evaluate options before making choices about their learning.	Take ownership of their learning by making choices, solving problems, and monitoring progress toward goals.	
<b>A:B1:4 Demonstrate the motivation and resilience to achieve and sustain individual potential</b>	Demonstrate the ability to try again when challenges are experienced during play.	Demonstrate the ability to calm themselves down when faced with frustration and recover from minor academic setbacks or challenges.	Demonstrate the ability to recover from academic setbacks or challenges, adapt to change, and persevere through difficult tasks.	Demonstrate the ability to recover from academic setbacks or challenges, adapt to change, apply strategies for problem-solving, seek help when needed, and persevere through difficult tasks.	Demonstrate the ability to recover from academic setbacks, learn from their mistakes, remain focused on long-term objectives, and persevere during times of high stress and difficult tasks.	
<b>A:B1:5 Demonstrate an active role in deciding what and how one will learn</b>	Make age-appropriate choices through the exploration of interests and self-directed play.	Select from various options to interact with learning materials and demonstrate understanding in ways that align with preferences and strengths.	Choose topics that align with their interests and decide how to explore and understand those subjects.	Assume responsibility for their learning and set a personal learning plan based on their interests and preferred learning methods.	Take initiative with their learning by selecting engaging topics, deciding how to study them, actively participating, seeking help as needed, and reflecting on progress and strategies.	
<b>A:B1:6 Assess the task at hand and evaluate their own level of knowledge and skills needed to accomplish the task</b>	Break down basic daily tasks with help (e.g., understanding the steps or skills required for tidying toys or transitioning between activities).	Deconstruct academic tasks into parts and describe what one might need to know and be able to do to accomplish the task.	Deconstruct academic tasks by breaking them down into specific components and identify existing knowledge and abilities related to the task.	Deconstruct academic tasks into specific components and identify new knowledge and skills that will be needed to accomplish the task.	Assess the existing knowledge and skills required to complete tasks, then create a plan based on this assessment.	
<b>A:B1:7 Apply decision-making protocols that are informed by data gathered from a variety of reliable and relevant sources</b>	Choose between options when making a decision.	Use basic information such as facts, details, or simple knowledge when making decisions.	Distinguish between reliable and unreliable, and important and unimportant information when making decisions.	Gather information from a variety of reliable and relevant sources when making decisions.	Follow a process when making data-informed decisions that are based on a variety of reliable and relevant sources.	
<b>A:B1:8 Use communication skills to self advocate and seek help as a reflective learner</b>	Express their needs and wants during learning experiences.	Make simple requests, such as asking for clarification or help with a task.	Identify when they need help related to their learning and seek assistance from adults or classmates.	Articulate what they need to be a successful learner, seek assistance, and use resources available to them.	Apply a variety of communication skills and tools, including verbal and written communication, technology use, collaboration, and self-reflection, to effectively advocate for their learning needs and preferences.	

Competency B2 Planning and Goal Setting					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>A:B2.1 Develop and implement an annual plan of study to maximize academic ability and achievement</b>	With support, identify their favorite activities from the school year.	Identify their favorite activities from the school year and begin to articulate why certain activities or subjects were enjoyable.	Reflect on and articulate strengths, interests, and areas of improvement based on past school experiences.	Assess and rank the academic and cocurricular activities enjoyed most at the end of the year and show an understanding of high school academic options.	Explore course options and create an academic plan that aligns with strengths and interests in cocurricular activities.
<b>A:B2.2 Use assessment tools to guide goal setting and educational planning</b>	Participate in simple self-exploration tasks to discover emerging interests, preferences, and abilities.	With support, reflect on learning experiences, discuss strengths, and set short-term and specific goals.	Reflect on assessment results to gain self-awareness and set learning goals.	Examine assessment results to identify action steps and achieve learning goals.	Analyze assessment data to identify strengths and areas for improvement and develop detailed educational plans with steps to achieve goals.
<b>A:B2.3 Establish attainable long- and short-term goals</b>	With support, choose a simple and achievable goal related to specific activities, skills, or behaviors.	Choose a goal that is realistic and achievable with effort.	Choose a long-term goal and break it down into smaller, manageable goals that can be achieved in a relatively short period of time.	Identify both long- and short-term learning goals that are realistic, attainable, and challenging.	Identify both long- and short-term learning goals and explain why they are attainable.
<b>A:B2.4 Choose and implement specific strategies that will lead to goal attainment</b>	Apply simple strategies with guidance to achieve specific goals during play-based activities.	Select and use specific strategies that help achieve their goals.	Apply a variety of strategies to achieve goals.	Apply a variety of strategies to achieve goals, reflecting on how well the chosen strategies have worked.	Examine the outcomes and results achieved with the strategies chosen to better attain goals.
<b>A:B2.5 Monitor progress toward goals and use problem-solving strategies to adjust approach when necessary</b>	Assess their progress toward a learning goal by identifying what has been done and what still needs to be accomplished.	With support, identify any challenges or obstacles they may be facing and apply a problem-solving strategy.	Describe progress toward learning goals to determine if they are on target to meet them, identify challenges faced, and apply problem-solving strategies accordingly.	Reflect on progress toward learning goals, explain strategies used, and adjust action plans when facing challenges.	Explain progress toward learning goals, reflect on effective strategies, and show the ability to adjust action plans when challenges arise.
<b>A:B2.6 Reflect on learning and self-assess areas of strength and areas for growth</b>	Share what they learned, enjoyed, or found challenging in specific activities.	Recognize activities or tasks where confidence or success is felt, as well as areas for growth.	Engage in reflective and self-assessment processes to gain insights into areas of strength and areas for growth.	Examine strengths and areas for growth in different subjects, identifying common patterns.	Take action on insights gained through self-assessment by setting goals, developing strategies, and seeking support where needed.
<b>Standard C:</b>	<b>Students will make connections between school and life experiences</b>				
Competency C1 School to Life Experience					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>A:C1:1 Examine the relationship between school success/academic achievement and future career success</b>	Meet developmental goals related to academic and social skills that lay a foundation for future academic success.	Identify the skills that are required to be a successful learner.	Identify the skills that are required to be a successful learner and explain how these skills relate to their future career aspirations.	Explain the relevance and importance of school success/academic achievement in shaping their desired careers.	Explain how school success/academic achievement can be a critical determinant of future career success.
<b>A:C1:2 Articulate the value of lifelong learning as it pertains to seeking, obtaining, and maintaining life goals</b>	Begin to recognize the ways in which people of all ages continue to learn and grow.	Discuss how people continually learn and adapt throughout their lives.	Communicate what they are learning and how it relates to future goals.	Communicate their reflections about how past learning experiences have contributed to personal growth and goal achievement.	Articulate the value of lifelong learning and its direct impact on their ability to seek, obtain, and maintain life goals.
<b>A:C1:3 Explain how the skills learned in school apply to postsecondary and career readiness</b>	Discuss the skills used by professionals in their community.	Recognize how professionals apply what they learned in school to help them in their careers.	Identify skills unique to the subjects being learned and discuss how they may be applied in the future.	Identify and list specific skills they are developing through academic coursework and extracurricular activities, and compare the identified skills with the skill sets required for postsecondary life.	Analyze the extent to which the skills they are developing through academic coursework and extracurricular activities align with the demands of their postsecondary and/or career aspirations.
<b>A:C1:4 Seek cocurricular and community experiences to develop a broad range of interests in abilities</b>	Engage in diverse activities to explore interests and develop foundational skills through play.	Begin to engage in cocurricular and community experiences that align with their interests.	Engage in cocurricular and community experiences that broaden their interests.	Engage in a variety of cocurricular and community experiences and explain how these support the development of their interests and abilities.	Actively seek out cocurricular and community experiences to discover their passions and interests and provide direction for future educational and career paths.
<b>A:C1:5 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life</b>	Follow a structured routine that includes a balance of educational activities, playtime, and rest periods.	Follow a structured routine that includes designated times for school, homework, extracurricular activities, leisure, and family time.	Apply basic time-management skills to allocate time for homework, extracurriculars, and leisure activities.	Apply time-management skills to make choices about which extracurricular activities to pursue based on academic and personal commitments.	Apply effective time-management skills, prioritizing tasks and assignments to ensure they meet academic deadlines while still participating in extracurriculars and maintaining personal commitments.

Career					
Standard A:	Students will research and anticipate potential career paths that align with their abilities and personal interests				
	Competency A1 Self-Exploration				
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>C:A1:1 Draw connections between personal abilities, skills, interests, and potential career options</b>	Explore the world of work through play, stories, and interactions with role models.	List and describe the tasks that people in different occupations perform, as well as the skills necessary to carry out those tasks.	Make connections between what they excel at, what they enjoy doing, and the types of jobs or professions that could be a good fit for them based on the intersection of these qualities.	Make personal connections between their abilities, skills, and interests, and suitable professions.	Evaluate personal abilities, skills, and interests to generate a list of aligned career options.
<b>C:A1:2 Draw connections between enrichment and extracurricular activities and potential career paths</b>	Begin to develop personal interests through playful and structured experiences.	Identify the enrichment and/or extracurricular activities they enjoy.	Discuss the interests and skills acquired through participating in various enrichment or extracurricular activities.	Explain how their involvement in enrichment and/or extracurricular activities relates to possible career choices.	Analyze how specific skills and experiences gained from their enrichment and/or extracurricular activities directly contribute to and prepare them for their future career paths.
<b>C:A1:3 Consider how various career paths may align or conflict with personal values</b>	Begin to understand their preferences, laying the groundwork for self-concept and future career awareness.	Begin to form an understanding of their identity, their abilities, and their roles in the world.	Describe how various occupations can align with or differ from their beliefs, values, and self-concept.	Identify their core values as they continue to develop self-concept and explain why it is crucial to consider these when choosing a career path.	Evaluate how well various occupations and career paths align with their core values and self-concept.
<b>C:A1:4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</b>	Engage in role-play, classroom tasks, and other experiential learning activities.	Continue to engage in classroom tasks and other work-based learning experiences, recognizing the skills that each experience requires.	Define the skills and behaviors that are important in a work-based learning environment.	Distinguish between skills that are typically taught in academic settings and skills that are specifically needed to succeed in a workplace.	Apply and adapt their academic and employment readiness skills to different real-world, work-based learning experiences and environments.
<b>C:A1:5 Demonstrate respect of individual cultural uniqueness and cultural understanding in the workplace</b>	Demonstrate respectful behavior as they begin to build trust with peers and adults in their learning environment.	Continue to demonstrate respectful behavior to build relationships with peers and adults from diverse cultural backgrounds.	Develop cultural awareness about the people within their community and recognize how this helps to avoid misunderstandings and build stronger relationships.	Demonstrate respect for individual cultural uniqueness and understanding in various collaborative settings, recognizing the value of diverse perspectives.	Describe how culture affects how people work and develop cultural awareness to better understand individual cultural differences in the workplace.
<b>C:A1:6 Identify strategies to maintain work-life balance</b>	Take breaks or time to rest throughout the day.	Demonstrate the ability to work diligently for extended periods while also knowing when it is necessary to take breaks.	Describe why it is important to balance work with breaks for relaxation and enjoyable activities.	Make and follow a schedule that includes work and leisure activities, considering what work-life balance looks and feels like.	Identify and practice strategies to maintain a work-life balance, such as resting and taking breaks during periods of high work volume.

Competency A2 Career Research					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
<b>C:A2:1 Identify career trends and occupations</b>	Demonstrate an awareness of the occupations of people within their community.	Define career-related vocabulary terms and explain what an occupation is.	Identify various types of careers and occupations.	Gather information about emerging career trends, identifying which occupations are becoming more popular or in demand.	Explore the latest career trends to identify which occupations are gaining popularity and are in high demand.
<b>C:A2:2 Identify and define the skills that are predicted to be essential for the future workforce</b>	Explore different occupations through play and recognize some basic skills needed for them.	Match the occupation to the corresponding skill, tool, or type of work that is involved.	List the skills needed for various careers and occupations.	Recognize and describe the skills that are predicted to be essential for the future workforce.	Describe the evolving job market, identify important emerging skills, and recognize rapidly growing industries to make informed decisions about their future career paths and educational choices.
<b>C:A2:3 Locate, evaluate, and interpret career information</b>	Interact with age-appropriate resources related to career exploration.	Identify basic information such as responsibilities, skills, and the importance of various occupations using resources that are provided.	Gather information from a variety of reliable resources about an occupation of interest.	Investigate career profiles to obtain basic information about careers of interest.	Research potential careers to locate, evaluate, and interpret information such as job descriptions, working conditions, earnings, educational requirements, etc.
<b>C:A2:4 Identify the necessary education and training needed to achieve potential career goals</b>	Recognize the characteristics of various occupations (e.g., what a doctor does, what tools an engineer uses, what skills a teacher must possess).	Identify an occupation of interest and list some of the necessary skills and experiences needed for that occupation.	Explain the importance of gaining relevant skills and experience to achieve career goals.	Identify a career goal and conduct basic research to identify the education and training required.	Synthesize information to identify different paths to achieve career goals, such as college degrees, vocational training, apprenticeships, or certifications.
<b>C:A2:5 Understand how stereotypes and other biases may impact career accessibility, and actively challenge these barriers on behalf of self and others</b>	Show fairness and kindness toward others.	Recognize some assumptions and biases related to careers.	Identify common stereotypes and biases related to careers.	Identify and challenge common assumptions, stereotypes, and biases related to careers through advocacy and support.	Advocate for inclusive and equitable opportunities in the workplace.
<b>C:A2:6 Explain the rights and responsibilities of employers and employees</b>	Begin to recognize their basic rights and responsibilities in the learning environment.	Explain the connection between classroom and school rules and their intended purpose, such as safety and protection.	Distinguish between rights and responsibilities as applied to the workplace, examining how these might be similar or different depending on the country (e.g., minimum wage, working hours, working conditions, age requirements, etc.).	Anticipate the types of problems that may occur in the workplace from the perspectives of both the employer and employee.	Identify potential sources for problems that may occur in the workplace (e.g., power imbalance, discrimination, mistreatment, etc.) and provide examples of policies, rights, and laws that have been established to protect employees in different countries.
<b>C:A2:7 Explain the importance of responsibility, dependability, integrity, and effort in the workplace</b>	Begin to demonstrate responsibility for their belongings, dependability, truthfulness, and effort when learning and playing.	Demonstrate responsibility by managing personal belongings, exhibit reliability by fulfilling commitments, uphold integrity by being honest, and show perseverance in both learning and play activities.	Explain how being responsible, dependable, honest, and hardworking is important for achieving future goals related to careers.	Relate the importance of responsibility, dependability, integrity, and effort to future goals and potential career paths, identifying skills that employers look for.	Demonstrate responsibility, dependability, integrity, and effort in real-life and work-related situations and explain their impact on professional success and relationships.

Standard B:	Students will plan for future career aspirations and goals					
	Competency B1 Post-Secondary and Career Planning					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12	
<b>C:B1:1 Use a variety of resources and tools to research and enhance career planning and assessment tools</b>	Engage in the exploration of different occupations and careers through play.	Develop basic research skills by using age-appropriate tools to explore interests and learn about various occupations and careers.	Locate information about occupations and careers from a variety of resources.	Begin to explore career assessment tools to identify interests, strengths, and values related to future career paths.	Engage in in-depth career exploration, drawing from a variety of resources and hands-on experiences.	
<b>C:B1:2 Apply decision-making skills to course selection, postsecondary, and career planning</b>	Make choices about what and how they will learn and play.	Begin to develop basic decision-making skills related to what and how they will learn.	Use decision-making skills to support future goals by choosing activities and projects that match personal interests and explore career options through age-appropriate activities.	Apply decision-making skills to make choices that align with future goals and interests, such as selecting elective courses or participating in career exploration activities.	Apply decision-making skills to create and/or revise a four-year high school course plan which aligns with careers of interest and future goals.	
<b>C:B1:3 Develop a personal draft of a post-secondary plan and career path</b>	Express curiosity and demonstrate a desire to learn more about topics of personal interest.	Begin to express thoughts and ideas about future aspirations.	Identify various options available after finishing high school, such as attending universities or technical schools, or pursuing apprenticeships.	List the steps needed to pursue career aspirations, including identifying educational pathways, acquiring relevant skills, and exploring opportunities to gain practical experience.	Create a comprehensive postsecondary plan or portfolio that reflects their career interests, chosen majors, and ideas for postsecondary training.	
<b>C:B1:4 Assess and modify an educational plan to support career goals</b>	Follow a simple plan to meet a goal.	Make simple plans for learning by choosing projects and activities that align with their interests.	Describe their ideal self (i.e., the person they aspire to be) and begin to connect their career aspirations with what they are learning in school.	Identify possible challenges when planning for future careers and describe how to adjust their educational plan to overcome them.	Assess progress toward goals and adjust educational plans to ensure alignment with evolving career objectives.	
<b>C:B1:5 Describe the career planning process</b>	Begin to recognize some basic steps of a plan or process.	Make a simple plan to investigate and pursue their interests and goals for the future.	Identify the basic steps involved in career planning (e.g., exploring personal interests, learning about different occupations, setting simple goals related to future aspirations).	Explain the key components of the career planning process, including self-assessment, exploration of career options, goal setting, creating an action plan, and understanding the connection between education and future career goals.	Analyze the key components of the career planning process by examining how self-assessment, exploration of career options, goal setting, and understanding the connection between education and future career goals interact and influence each other.	
<b>C:B1:6 Create a resume</b>	Recognize and celebrate personal achievements.	Recount experiences that reflect personal achievements and/or growth.	Identify personal information, extracurricular activities, academic and personal skills, and achievements.	List and organize personal information to highlight academic achievements, extracurricular involvement, and relevant skills to showcase strengths and potential.	Create a concise and well-organized resume that effectively highlights qualifications and experiences relevant to their chosen occupation.	
<b>C:B1:7 Maintain a digital career planning portfolio</b>	Contribute artifacts of learning to a portfolio.	Engage with basic digital tools and platforms appropriate for young learners to showcase their learning.	Use digital tools and platforms to highlight and reflect on their learning experiences.	Begin to develop a digital portfolio to record and reflect on academic progress, extracurricular activities, and personal interests.	Create and maintain a digital resume or portfolio to record and reflect on academic progress, extracurricular activities, and personal interests.	

## Resources

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The following resources were utilized in the research and development of this tool.

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