

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
SE:A1:1 Identify personal values, attitudes, and beliefs	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.
SE:A1:2 Identify and express feelings and emotions	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.
SE:A1:3 Develop self-awareness and self-management skills essential for mental health	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.
SE:A1:4 Take action (individually or with support) to positively impact their own mental health	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.
SE:A1:5 Describe the relationship between feelings and behavior	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.
SE:A1:6 Develop healthy ways to identify, express, and respond to one’s emotions	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.
SE:A1:7 Identify personal and social identities	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.
SE:A1:8 Accept constructive feedback from others, and use it to learn and grow	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.
SE:A1:9 Identify long- and short-term goals	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.
SE:A1:10 Develop an action plan to achieve personal goals	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
SE:A1:11 Identify strategies to cope with loss and grief	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.
SE:A1:12 Recognize that everyone has rights and responsibilities	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.
SE:A1:13 Identify the signs of stress and use techniques for reducing stress	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.
SE:A1:14 Describe the growth and development process	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
SE:A2:1 Make and maintain healthy relationships, including friendships, to promote mental health	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.
SE:A2:2 Develop empathy, respect, compassion, and acceptance of differences, which are essential components of healthy relationships	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.
SE:A2:3 Use effective oral and written communication skills, including active listening skills and both verbal and nonverbal behaviors	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.
SE:A2:4 Engage with opposing viewpoints in a respectful manner	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.
SE:A2:5 Demonstrate effective conflict resolution skills	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.
SE:A2:6 Differentiate between situations requiring peer support and situations requiring adult or professional help	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.
SE:A2:7 Identify strengths, assets, and areas for self-improvement in relation to working collaboratively	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.
SE:A2:8 Develop strategies to cope with social pressure and refrain from applying pressure to others	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
SE:B1:1 Develop effective coping skills to manage challenges	Begin to solve common problems in the context of play through sharing, turn-taking, apologizing, and/or self-redirection.	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.
SE:B1:2 Analyze the relationship between choices and their outcomes, and identify strategies to recover from negative consequences	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.
SE:B1:3 Apply effective problem-solving and responsible decision-making skills to make safe and healthy choices	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.
SE:B1:4 Accept responsibility for own decisions and modify behavior accordingly	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.
SE:B1:5 Demonstrate when, where, and how to seek support for solving problems and making decisions	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.
SE:B1:6 Recognize when social pressure is influencing a personal decision	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
SE:C1:1 State knowledge of personal contact information	Provide personal and family contact information and know how to use it for personal safety.				
SE:C1:2 Develop skills to utilize personal and community resources related to mental health	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.
SE:C1:3 Recognize and advocate for personal boundaries, rights, and privacy needs	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.
SE:C1:4 Examine the relationship between rules, laws, safety, and the protection of human rights of the individual	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.
SE:C1:5 Distinguish between safe and unsafe physical contact, and identify ways to respond to unsafe situations	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.
SE:C1:6 State the legal consequences for substance use, sexual activity, marriage, etc., according to the country one lives in	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.
SE:C1:7 Explain the concept of consent and how it relates to setting and respecting boundaries	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.
SE:C1:8 Demonstrate digital citizenship focusing on internet safety skills	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.
SE:C1:9 Explain the emotional and physical dangers of substance use and dependency	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.
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	Identify trusted adults in the school and community, and know how, when, and where to ask for help for self and others				