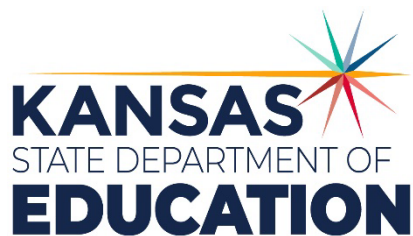


# Kansas Curricular Student Competencies: Social-Emotional Character Development



*Kansas leads the world in the success of each student.*



# KANSAS STATE BOARD OF EDUCATION

## MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans Can

## SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org](http://www.ksde.org)

**CHAIRMAN**  
DISTRICT 9

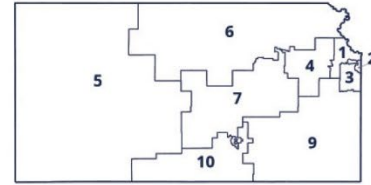


Jim Porter  
[jporter@ksde.org](mailto:jporter@ksde.org)

**VICE CHAIR**  
DISTRICT 1



Janet Waugh  
[jwaugh@ksde.org](mailto:jwaugh@ksde.org)



**DISTRICT 2**



Melanie Haas  
[mhaas@ksde.org](mailto:mhaas@ksde.org)

**DISTRICT 3**



Michelle Dombrosky  
[mdombrosky@ksde.org](mailto:mdombrosky@ksde.org)

**DISTRICT 4**



Ann E. Mah  
[amah@ksde.org](mailto:amah@ksde.org)

**DISTRICT 5**



Jean Clifford  
[jclifford@ksde.org](mailto:jclifford@ksde.org)

**LEGISLATIVE LIAISON**  
DISTRICT 6



Dr. Deena Horst  
[dhorst@ksde.org](mailto:dhorst@ksde.org)

**LEGISLATIVE LIAISON**  
DISTRICT 7



Ben Jones  
[bjones@ksde.org](mailto:bjones@ksde.org)

**DISTRICT 8**



Betty Arnold  
[barnold@ksde.org](mailto:barnold@ksde.org)

**DISTRICT 10**



Jim McNiece  
[jmcniece@ksde.org](mailto:jmcniece@ksde.org)



# KANSAS STATE DEPARTMENT OF EDUCATION

**COMMISSIONER OF EDUCATION**



Dr. Randy Watson

**DEPUTY COMMISSIONER**  
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

**DEPUTY COMMISSIONER**  
Division of Learning Services



Dr. Brad Neuenswander

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

JAN. 2021

# School Counseling

# Table of Contents

- Student Competencies: Introduction** .....
- Core Principles .....
- Standard 1
  - Benchmark 1
  - Benchmark 2
- Standard 2
  - Benchmark 1
- Standard 3
  - Benchmark 1
- Career Development Domain
- Standard 1
  - Benchmark 1
  - Benchmark 2
- Standard 2
  - Benchmark 1
  - Benchmark 2
- Standard 3
  - Benchmark 1
  - Benchmark 2
- Social-Emotional Development Domain .....
- Standard 1
  - Benchmark 1
  - Benchmark 2
  - Benchmark 3
- Standard 2
  - Benchmark 1
- Standard 3
  - Benchmark 1
  - Benchmark 2 .....

# School Counseling

## Student Competencies

### Introduction

This document arranges student competencies from state Board approved standards as outlined in the *Kansas Curricular Social-Emotional Character Development Standards*. In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to their individual plan of study. Students' progress is advanced by demonstrating mastery when they are ready, not based on seat time or calendars. Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level. This resource and accompanying guidance seek to provide you and your leadership team with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model for your school district, Pre-K-12, that will focus on rigor, accountability and an unwavering commitment to personalizing learning for students.

The student competencies are presented in a "... a **successful can** ..." format.

For more information on competency-based learning, competencies by grade level and school counselor resources for implementation of the student competencies see *Navigating the Change*, and Appendix F in the *Appendix* document.

This document is organized along the following format: 1) standard 2) benchmark and 3) student competencies or as they are referred to in the standards document, indicators. In the *Kansas Curricular Standards for School Counseling* the student indicators are the student **competencies**.

# Character Development

## Overview:

**Definition:** *Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.*

**Rationale:** *Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.*

## Core Principles (Standard 1): The student will:

- A. Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.
- D. Become familiar and practice competencies set forth by Kansas Statute (i.e. bullying prevention, suicide prevention)

- |               |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PreK-2</b> | <p>The successful student can...</p> <ol style="list-style-type: none"> <li>1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes.</li> <li>2. Identify and apply core principles in everyday behavior.</li> <li>3. Recognize the difference between helpful and harmful behaviors in relationships.</li> <li>4. Identify and illustrate safe and unsafe situations.</li> </ol> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3-5</b> | <p>The successful student can...</p> <ol style="list-style-type: none"> <li>1. Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.</li> <li>2. Identify and apply personal core principles.</li> <li>3. Understand the positive and negative impact of peer pressure on self and others.</li> <li>4. Compare and contrast safe and unsafe situations.</li> </ol> |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- |            |                                                                                                                                                                                                                                                                                                                                                                              |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6-8</b> | <p>The student successful student can...</p> <ol style="list-style-type: none"> <li>1. Compare and contrast personal core principles with personal behavior.</li> <li>2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.</li> <li>3. Respond in a healthy manner to peer pressure against self and others.</li> </ol> |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.
- 5.

**9-12** The successful student can:

1. Evaluate personal core principles with personal behavior, including ethical and performance principles.
2. Reflect upon personal core principles, appreciate them and become committed to them.

## E. The student will achieve school success. (Benchmark 2)

**PreK-2** The successful student can...

1. demonstrates creative and critical thinking skills that include questioning necessary for academic success;
2. demonstrates effective cooperative and collaborative skills;
3. applies perseverance and independent learning skills;
4. identifies short and long-term academic goals;
5. develops a positive attitude toward learning.

**3-5** The successful student can...

1. demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations;
2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;
3. recognizes the importance of effort and persistence to promote academic success.
4. recognizes the importance of regular school attendance;
5. practices effective learning and test-taking strategies;
6. recognizes the importance of effort and persistence to achieve academic success;
7. uses appropriate communication skills to seek assistance;
8. actively engages in challenging coursework.

**6-8** The successful student can...

1. demonstrates critical thinking skills to evaluate and develop inferences to make informed decisions that promote academic success;
2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;
3. recognizes the importance of effort and persistence to promote academic success;
4. recognizes the importance of regular school attendance;
5. recognizes the importance of enrichment and extra-curricular activities;
6. practices effective learning and test-taking strategies;
7. applies appropriate communication skills to seek assistance;
8. demonstrates effort and persistence in completing learning tasks;
9. identifies a personal learning preference that promotes academic success;

- 10. applies information and resources to promote academic success.
- 11. Respond in a healthy manner to peer pressure against self and others.
- 12. Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.

- 9-12** The successful student can...
- 1. demonstrates critical thinking skills that include creating new ideas, hypothesizing and evaluating decisions that promote academic success;
  - 2. practices effective time management, organizational and study skills necessary for academic success;
  - 3. demonstrates effort and persistence to promote academic success;
  - 4. attends school regularly;
  - 5. engages in enrichment and extra-curricular activities that promote academic and career success;
  - 6. applies knowledge of learning preferences to positively influence academic success;
  - 7. practices self-directed, independent and cooperative learning skills;
  - 8. applies information and support from research-based sources;
  - 9. recognizes the importance of lifelong learning;
  - 10. applies media and technology skills.
  - 11. Practice refusal strategies and reporting of unhealthy behaviors and relationships.
  - 12. Recognize the consequences of sexting and sexual behavior, including sexual consent and the inability of minors to give consent.

Academic Development (Standard 2): The student will complete school with the academic preparation to choose from post-secondary options.

A. The student will plan to achieve goals for lifelong learning.  
(Benchmark 1)

- PreK-2** The successful student can...
- 1. identifies short- and long-term academic goals;
  - 2. practice self-assessment skills.

- 3-5** The successful student can...
- 1. practices setting short- and long-term academic goals;
  - 2. demonstrates self-assessment skills.

- 6-8** The successful student can...
- 1. identifies and practice challenging academic goals;

2. uses assessment results to develop and implement an Individual Plan of Study;
3. explores academic options.

- 9-12** The successful student can...
1. establishes challenging academic goals;
  2. uses assessment results to review and modify an Individual Plan of Study;
  3. identifies postsecondary options.

**Academic Development (Standard 3):** The student will understand the relationship of academics to life skills and post-secondary readiness.

**A. The student will relate school to life experience. (Benchmark 1)**

- PreK-2** The successful student can ...
1. identifies academic skills used in the home, school, and community;
  2. identifies non-cognitive factors used in home, school, and community;
  3. prepares for transition from home to school.

- 3-5** The successful student can...
1. uses academic skills to balance home, school, and community activities;
  2. applies non-cognitive factors in the home, school, and community;
  3. demonstrates individual responsibility for educational tasks and skills;
  4. manages transitions and adapts to changing academic situations and responsibilities.

- 6-8** The successful student can...
1. balances home, school, and community activities;
  2. applies non-cognitive factors in the home, school, and community;
  3. seeks extra-curricular and community activities to enhance the school experience;
  4. recognizes that school success enhances opportunities;
  5. prepares for the transition to high school;
  6. recognizes ongoing academic expectations.

- 9-12** The successful student can...
1. balances home, school, and community activities;
  2. applies non-cognitive factors in the home, school, and community;



3. pursues extra-curricular and community activities to enhance the school experience;
4. understands that school success enhances opportunities;
5. prepares for the transition from high school to college and/or career.

## CAREER DEVELOPMENT DOMAIN

### Overview:

Student competencies that guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

**Career Development (Standard 1):** The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

#### A. The student will develop career awareness. (Benchmark 1)

- PreK-2** The successful student can...
1. identifies work and skills of self and family members;
  2. recognizes that men and women can do the same work;
  3. identifies and becomes aware of occupations in the school and community;
  4. recognizes that all work has value.

- 3-5** The successful student can...
1. develops awareness of career interests and related occupations;
  2. develops awareness of nontraditional occupations and stereotypes;
  3. recognizes and describes the various life roles people play;
  4. recognizes that all work has value.

- 6-8** The successful student can...
1. identifies personal interests and abilities and relates them to one's Individual Plan of Study;
  2. describes how good habits in school relate to career success;
  3. explores a variety of traditional and nontraditional occupations related to specific interests;
  4. recognizes that all occupations are available regardless of diversity (e.g., gender, ethnicity);

5. recognizes the value of all occupations.

9-12 The successful student can...

1. explores career options related to one's interests, skills, and values;
2. analyzes how choices will affect future goals (e.g., Individual Plan of Study);
3. knows the required education, skills, certification and training needed to achieve career goals and prepare for the changing workplace;
4. recognizes diversity in the workplace;
5. recognizes the value of all occupations.

## B. The student will develop employability readiness. (Benchmark 2)

PreK-2	<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies and communicates goals;</li> <li>2. describes personal strengths and interests;</li> <li>3. develops good work habits;</li> <li>4. makes choices and describes consequences of those choices.</li> </ol>
3-5	<p>The student...</p> <ol style="list-style-type: none"> <li>1. makes informed decisions, solves problems, and sets goals;</li> <li>2. demonstrates cooperative work habits;</li> <li>3. demonstrates being a positive team member;</li> <li>4. demonstrates effective communication skills;</li> <li>5. identifies, describes, and recognizes consequences of decisions.</li> </ol>
6-8	<p>The successful student can...</p> <ol style="list-style-type: none"> <li>1. demonstrates the importance of planning and goal setting;</li> <li>2. demonstrates positive work habits in the classroom;</li> <li>3. recognizes and describes the personal qualities of responsibility, dependability, punctuality, and integrity in the workplace;</li> <li>4. demonstrates effective communication skills;</li> <li>5. recognizes real world consequences of decisions in one's career.</li> </ol>
9-12	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates the importance of planning and goal setting to meet needs in work and leisure;</li> <li>2. interacts positively with peers and adults;</li> <li>3. acquires employability skills necessary to obtain and maintain jobs;</li> </ol>

	<ol style="list-style-type: none"> <li>4. applies effective communication skills (e.g., resume, letter of introduction, job applications, and job interviews);</li> <li>5. recognizes real world consequences of decisions in one's career;</li> <li>6. learns laws and strategies for dealing with discrimination and sexual harassment.</li> </ol>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Career Development (Standard 2): The student will employ strategies to achieve future career goals with success and satisfaction.**

**A. The Student will acquire career information. (Benchmark 1)**

**PreK-** The successful student can...

- 2**
  1. identifies workers in various settings and their tasks.

**3-5** The successful student can...

1. identifies career fields;
2. describes business and industry in the community and its contribution.

**6-8** The successful student can...

1. identifies and uses resources for career planning;
2. identifies personal characteristics (e.g., aptitudes, interests, and strengths);
3. explores career choices and career fields and clusters;
4. identifies secondary and post-secondary opportunities;
5. explores career choices through experiential activities (e.g., job shadowing, mentoring, career simulations).

**9-12** The successful student can...

1. uses skills to locate, evaluate, and interpret career information;
2. demonstrates how personal characteristics influence career choices;
3. uses career information and resources for career planning;
4. applies decision-making to the career planning process;
5. understands how changing societal and economic needs influence employment trends and requires lifelong learning (e.g., Department of Labor trends, labor forecasts).

**Career Development (Standard 3):** The student will understand the relationship between personal qualities, education, training, and career success.

**A. The student will acquire knowledge to achieve career goals.  
(Benchmark 1)**

**PreK-2** The successful student can...

1. identifies personal skills and talents;
2. describes work tasks, roles, and responsibilities;
3. describes the characteristics and habits of a good worker;
4. describes home and school responsibilities.

**3-5** The successful student can...

1. identifies personal skills and talents;
2. describes the relationship between academic achievement and career goals;
3. recognizes the relationship between personal qualities, habits, talents, and career goals.

**6-8** The successful student can...

1. develops self-knowledge for career planning (e.g., abilities, skills, interests);
2. recognizes the relationship of essential knowledge and employability skills to career success (e.g., responsibility, dependability, punctuality, and integrity);
3. identifies the education and training needed to achieve career goals;
4. demonstrates effective decision-making skills to achieve career goals.

**9-12** The successful student can...

1. applies self-knowledge for career planning (e.g., abilities, skills, interests);
2. knows that educational achievement and work are related to career success;
3. relates knowledge of the changing workplace to postsecondary options and the need for lifelong learning;
4. describes how the rights and responsibilities of employers and employees relate to career success.

## B. The student will apply skills to achieve career goals. (Benchmark 2)

- PreK-2** The successful student can...
1. develops good work habits;
  2. develops interpersonal skills;
  3. develops teamwork skills.

- 3-5** The successful student can...
1. describes how personal activities and interests influence career and leisure choices;
  2. describes skills learned at home or in school that apply to career success;
  3. demonstrates problem-solving and decision-making skills;
  4. works cooperatively.

- 6-8** The successful student can...
1. relates personal activities and interests to career goals and leisure choices;
  2. demonstrates appropriate interpersonal skills;
  3. applies problem-solving and decision-making skills;
  4. demonstrates teamwork;
  5. demonstrates the ability to balance school, home, and career.

- 9-12** The successful student can...
1. applies knowledge of self (e.g., personal skills, interests, abilities, aptitudes) to career decisions;
  2. demonstrates a positive attitude toward learning and work;
  3. demonstrates critical thinking skills to solve problems and make informed decisions applies problem-solving and decision-making skills;
  4. demonstrates essential knowledge and employability skills (e.g., dependability, integrity, punctuality, and interpersonal skills);
  5. uses time-management skills to balance school, work, and leisure activities;
  6. applies college and career readiness skills.

## SOCIAL-EMOTIONAL DEVELOPMENT DOMAIN

### Overview:

Student competencies that guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.

**Social-Emotional Development (Standard 1):** The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

#### A. The student will acquire and use self-knowledge. (Benchmark 1)

**PreK-** The successful student can...

2. 1. identifies positive attitudes toward self;
2. 2. identifies a variety of feelings;
3. 3. describes behaviors associated with various feelings;
4. 4. identifies people who can help them understand their feelings.

**3-5** The successful student can...

1. 1. identifies positive attitudes toward self;
2. 2. recognizes and expresses feelings in an appropriate manner;
3. 3. recognizes the effects of responsible behavior;
4. 4. identifies resources in the school and community that provide assistance;
5. 5. recognizes impact of personal, family, and social changes.

**6-8** The successful student can...

1. 1. demonstrates positive attitudes toward self and others including personal strengths and assets;
2. 2. recognizes feelings and how to constructively handle emotions;
3. 3. recognizes how attitudes and choices affect behavior;
4. 4. exhibits positive self-control;
5. 5. recognizes that change is part of growth and development;
6. 6. identifies and uses resources in the school and community that provide assistance.

- 9-12** The successful student can...
1. demonstrates appropriate social behavior;
  2. uses personal strengths and assets;
  3. understands how attitudes and choices affect behavior;
  4. understands change is a factor in growth and development;
  5. analyzes appropriate ways to take responsibility for themselves;
  6. identifies and uses resources in the school and community that provide assistance.

## B. The student will acquire and use interpersonal skills. (Benchmark 2)

- PreK-2** The successful student can...
1. identifies appropriate times to talk and play;
  2. makes and keeps friends;
  3. recognizes the differences between cooperative and uncooperative behaviors;
  4. recognizes similarities and differences between self and others.

- 3-5** The successful student can...
1. demonstrates effective communication skills;
  2. recognizes and demonstrates the skills necessary to make and keep friends;
  3. understands how behavior affects school and family relationships;
  4. develops an appreciation of individual and cultural differences;
  5. learns that cooperation takes thought and planning;
  6. demonstrates self-control and the ability to hear another's perspective.

- 6-8** The successful student can...
1. develops effective coping skills;
  2. learns and uses conflict resolution skills;
  3. understands how appropriate behavior affects school and family relationships;
  4. develops an appreciation of individual and cultural differences;
  5. demonstrates cooperation;
  6. demonstrates self-control and the ability to hear another's perspective.

- 9-12** The successful student can...
1. demonstrates effective communication skills;
  2. demonstrates empathy;
  3. applies appropriate interpersonal skills;
  4. demonstrates respect for diversity.

**C. The student will appreciate perspective and emotions of others.  
(Benchmark 3)**

- PreK-2** The successful student can...
1. identifies basic emotions of others;
  2. understands emotions people experience;
  3. shows caring for others;
  4. develops necessary skills to participate in diverse groups.

- 3-5** The successful student can...
1. recognizes a broader spectrum of emotions;
  2. appreciates the differences of emotions people experience;
  3. initiates a caring response;
  4. demonstrates necessary skills to participate in diverse groups.

- 6-8** The successful student can...
1. anticipates common emotional reactions to a variety of situations;
  2. develops an understanding of the context of the emotion that others are experiencing;
  3. expresses an appropriate level of understanding;
  4. develops skills as a member and leader within a diverse group.

- 9-12** The successful student can...
1. gains a sense of emotions of others;
  2. respects the rights of others to experience emotions;
  3. helps people in need gain appropriate assistance;
  4. displays the ability to assume various roles within diverse groups.



## Social-Emotional Development (Standard 2): The student will make decisions, set goals, and take necessary action to achieve goals.

### A. The student will acquire knowledge and skills to make decisions and set goals. (Benchmark 1)

- PreK-2 The successful student can...
1. makes decisions;
  2. identifies choices and consequences;
  3. identifies a goal and how to achieve it;
  4. knows how to ask for help.

- 3-5 The successful student can...
1. learns the importance of setting goals;
  2. recognizes the relationship between choices and consequences;
  3. learns and uses a decision-making and problem-solving model;
  4. identifies resources for solve problems and make decisions.

- 6-8 The successful student can...
1. sets goals and develops a plan to achieve goals;
  2. recognizes the consequences of decisions and choices;
  3. identifies the influence of peer pressure on decision making;
  4. seeks help to solve problems and make decisions.

- 9-12 The successful student can...
1. sets goals and implements a plan to achieve goals;
  2. evaluates the impact of consequences in the decision-making process;
  3. seeks help to solve problems and make decisions.
  4. recognizes potential crises and takes appropriate action;
  5. demonstrates appropriate techniques for handling bullying and harassment.

**B. The Student will acquire skills to ensure health and well-being.  
(Benchmark 2)**

- PreK-2** The successful student can...
1. identifies healthy and unhealthy choices;
  2. develops self-discipline and self-control;
  3. identifies risky behaviors and consequences.

- 3-5** The successful student can...
1. identifies and applies healthy and unhealthy choices;
  2. develops and applies self-discipline and self-control;
  3. identifies risky behaviors and understands consequences.

- 6-8** The successful student can...
1. demonstrates healthy behaviors to reduce health risks;
  2. practices self-discipline and self-control;
  3. identifies the warning signs associated with risky behaviors;
  4. seeks help for self and/or others who might develop problems with risky behaviors.

- 9-12** The successful student can...
1. demonstrates healthy behaviors to reduce health risks;
  2. practices self-discipline and self-control;
  3. recognizes the risk factors including impact of genetic factors related to risky behaviors;
  4. recognizes current issues (e.g., drug, alcohol, self-injury, dating violence, teen suicide) and the impact on health and well-being;
  5. identifies the warning signs associated with risky behaviors;
  6. seeks help for self and/or others who might develop problems with risky behaviors.

For more information, contact:

Name  
Title  
Team  
Phone  
Email



Kansas State Department of Education  
900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
[www.ksde.org](http://www.ksde.org)