

KANSAS CURRICULAR STANDARDS FOR  
**SCHOOL**  
**COUNSELING**



Career,  
Standards and  
Assessment  
Services



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The mission of the Kansas State Board of Education is 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. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

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# KANSAS CURRICULAR STANDARDS FOR **SCHOOL** **COUNSELING**



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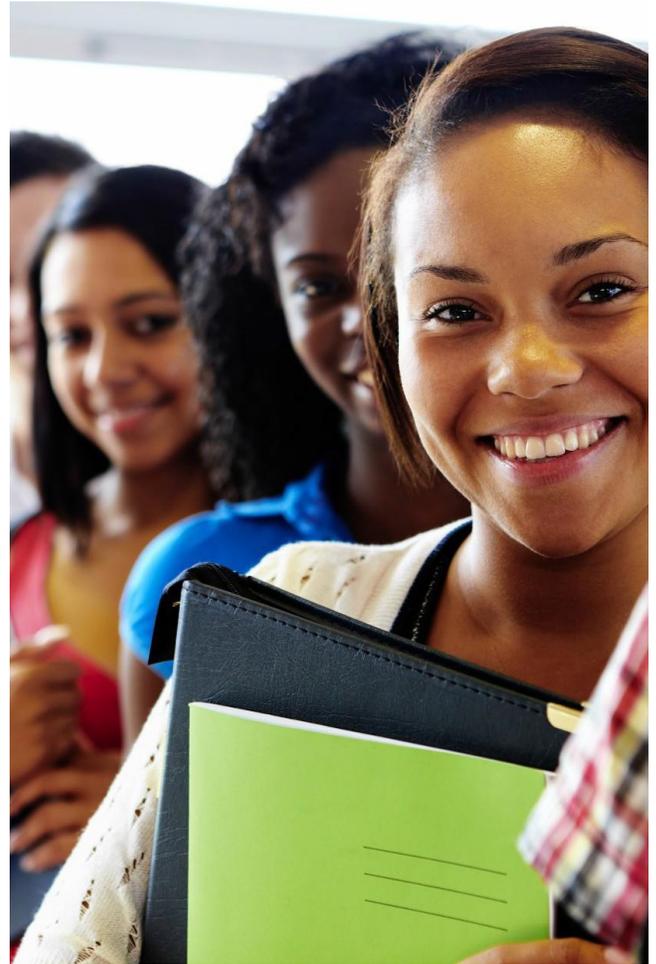


## ***Vision of Kansas School Counseling Programs***

Professional school counselors in Kansas are dedicated and committed to empowering all students to achieve academic success, personal and social growth, and college and career readiness. Through comprehensive school counseling programs, professional school counselors working collaboratively with teachers, administrators, parents, and the community, foster and facilitate an environment characterized by educational excellence in which all students are well prepared to be lifelong learners and productive citizens.

## ***Mission of Kansas School Counseling Programs***

The mission of school counseling programs in Kansas is to facilitate, support, and enhance all students' learning; academic development, social-emotional development, career development, and college and career readiness. This is accomplished by providing all students with comprehensive school counseling programs that are integral to the mission of schools. In collaboration with teachers, administrators, parents, and the community, professional school counselors will help all students to be successful lifelong learners and problem solvers.



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## ACADEMIC DEVELOPMENT

### Overview:

“Standards that guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.”<sup>1</sup>

#### Standard 1:

The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

##### Benchmark 1:

The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.

##### Benchmark 2:

The student will achieve school success.

#### Standard 2:

The student will complete school with the academic preparation to choose from post-secondary options.

##### Benchmark 1:

The student will plan to achieve goals for lifelong learning.

#### Standard 3:

The student will understand the relationship of academics to the world of work and to life.

##### Benchmark 1:

The student will relate school to life experience.

<sup>1</sup> American School Counselor Association, 2014, p. 1

## Standard 1:

The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

### Benchmark 1:

The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.

### *Knowledge-Based Indicators*

**PreK-2** The student...

1. demonstrates creative thinking and questioning skills;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes.

**3-5** The student...

1. demonstrates critical thinking skills to make informed decisions that promote academic success;
2. identifies short- and long-term academic goals;
3. accepts challenges as essential to the learning process;
4. identifies use of time management, organizational and study skills necessary for academic success;
5. demonstrates a personal trust, sense of belonging and self-confidence in achieving high-quality results and outcomes;
6. demonstrates positive attitude and perseverance toward work and learning.

**6-8** The student...

1. demonstrates critical thinking skills that include logic and reasoning;
2. creates a plan to achieve short- and long-term academic goals and the tasks necessary to meet the goals (e.g., Individual Plan of Study);
3. accepts intellectual challenges to develop personal competence as essential to the learning process;
4. demonstrates effective time management, organizational and study skills necessary for academic success;
5. demonstrates personal trust, self-confidence and a sense of responsibility in achieving high-quality results and outcomes;
6. identifies attitudes, behaviors and feelings that lead to academic success;
7. explores personal interests and abilities to enhance learning;
8. recognizes the external and internal motivating factors and personal attributes that contribute to learning.

**9-12** The student...

1. demonstrates critical thinking skills to make informed decisions based on reason and evidence that promote academic success;
2. creates a plan to achieve short- and long-term academic goals (e.g., Individual Plan of Study);
3. applies personal strengths and attributes to enhance learning;
4. demonstrates positive attitude and perseverance toward work and learning;
5. demonstrates self-confidence in achieving high-quality results and outcomes;
6. demonstrates attitudes, behaviors, and feelings that lead to academic success.

**Standard 1:**

The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

**Benchmark 2:**

The student will achieve school success.

*Knowledge-Based Indicators*

<b>PreK-2</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates creative and critical thinking skills that include questioning necessary for academic success;</li> <li>2. demonstrates effective cooperative and collaborative skills;</li> <li>3. applies perseverance and independent learning skills;</li> <li>4. identifies short and long-term academic goals;</li> <li>5. develops a positive attitude toward learning.</li> </ol>
<b>3-5</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations;</li> <li>2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;</li> <li>3. recognizes the importance of effort and persistence to promote academic success.</li> <li>4. recognizes the importance of regular school attendance;</li> <li>5. practices effective learning and test-taking strategies;</li> <li>6. recognizes the importance of effort and persistence to achieve academic success;</li> <li>7. uses appropriate communication skills to seek assistance;</li> <li>8. actively engages in challenging coursework.</li> </ol>
<b>6-8</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking skills to evaluate and develop inferences to make informed decisions that promote academic success;</li> <li>2. demonstrates independent, cooperative and collaborative skills to complete academic tasks;</li> <li>3. recognizes the importance of effort and persistence to promote academic success;</li> <li>4. recognizes the importance of regular school attendance;</li> <li>5. recognizes the importance of enrichment and extra-curricular activities;</li> <li>6. practices effective learning and test-taking strategies;</li> <li>7. applies appropriate communication skills to seek assistance;</li> <li>8. demonstrates effort and persistence in completing learning tasks;</li> <li>9. identifies a personal learning preference that promotes academic success;</li> <li>10. applies information and resources to promote academic success.</li> </ol>
<b>9-12</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. demonstrates critical thinking skills that include creating new ideas, hypothesizing and evaluating decisions that promote academic success;</li> <li>2. practices effective time management, organizational and study skills necessary for academic success;</li> <li>3. demonstrates effort and persistence to promote academic success;</li> <li>4. attends school regularly;</li> <li>5. engages in enrichment and extra-curricular activities that promote academic and career success;</li> <li>6. applies knowledge of learning preferences to positively influence academic success;</li> <li>7. practices self-directed, independent and cooperative learning skills;</li> </ol>

8. applies information and support from research based sources;
9. recognizes the importance of lifelong learning;
10. applies media and technology skills.



**Standard 2:**

The student will complete school with the academic preparation to choose from post-secondary options.

**Benchmark 1:**

The student will plan to achieve goals for lifelong learning.

*Knowledge-Based Indicators*

<b>PreK-2</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies short- and long-term academic goals;</li> <li>2. practice self-assessment skills.</li> </ol>
<b>3-5</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. practices setting short- and long-term academic goals;</li> <li>2. demonstrates self-assessment skills.</li> </ol>
<b>6-8</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. identifies and practice challenging academic goals;</li> <li>2. uses assessment results to develop and implement an Individual Plan of Study;</li> <li>3. explores academic options.</li> </ol>
<b>9-12</b>	<p>The student...</p> <ol style="list-style-type: none"> <li>1. establishes challenging academic goals;</li> <li>2. uses assessment results to review and modify an Individual Plan of Study;</li> <li>3. identifies postsecondary options.</li> </ol>

**Standard 3:**

The student will understand the relationship of academics to life skills and college and career readiness.

**Benchmark 1:**

The student will relate school to life experience.

*Knowledge-Based Indicators*

**PreK-2** The student...

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 student...

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 student...

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 student...

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

### Overview:

“Standards that guide school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the life span.”<sup>2</sup>

#### Standard 1:

The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

##### Benchmark 1:

The student will develop career awareness.

##### Benchmark 2:

The student will develop employment readiness.

#### Standard 2:

The student will employ strategies to achieve future career goals with success and satisfaction.

##### Benchmark 1:

The student will acquire career information.

##### Benchmark 2:

The student will identify career goals.

#### Standard 3:

The student will understand the relationship between personal qualities, education, training, and career success.

##### Benchmark 1:

The student will acquire knowledge to achieve career goals.

##### Benchmark 2:

The student will apply skills to achieve career goals.

<sup>2</sup> American School Counselor Association, 2014, p. 1

**Standard 1:**

The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

**Benchmark 1:**

The student will develop career awareness.

*Knowledge-Based Indicators***PreK-2** The student...

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 student...

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 student...

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 student...

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.

**Standard 1:**

The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.

**Benchmark 2:**

The student will develop employment readiness.

*Knowledge-Based Indicators*

**PreK-2** The student...

1. identifies and communicates goals;
2. describes personal strengths and interests;
3. develops good work habits;
4. makes choices and describes consequences of those choices.

**3-5** The student...

1. makes informed decisions, solves problems, and sets goals;
2. demonstrates cooperative work habits;
3. demonstrates being a positive team member;
4. demonstrates effective communication skills;
5. identifies, describes, and recognizes consequences of decisions.

**6-8** The student...

1. demonstrates the importance of planning and goal setting;
2. demonstrates positive work habits in the classroom;
3. recognizes and describes the personal qualities of responsibility, dependability, punctuality, and integrity in the workplace;
4. demonstrates effective communication skills;
5. recognizes real world consequences of decisions in one's career.

**9-12** The student...

1. demonstrates the importance of planning and goal setting to meet needs in work and leisure;
2. interacts positively with peers and adults;
3. acquires employability skills necessary to obtain and maintain jobs;
4. applies effective communication skills (e.g., resume, letter of introduction, job applications, and job interviews);
5. recognizes real world consequences of decisions in one's career;
6. learns laws and strategies for dealing with discrimination and sexual harassment.

**Standard 2:**

The student will employ strategies to achieve future career goals with success and satisfaction.

**Benchmark 1:**

The student will acquire career information.

*Knowledge-Based Indicators*

**PreK-2** The student...

1. identifies workers in various settings and their tasks.

**3-5** The student...

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

**6-8** The student...

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 student...

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).

**Standard 2:**

The student will employ strategies to achieve future career goals with success and satisfaction.

**Benchmark 2:**

The student will identify career goals.

*Knowledge-Based Indicators*

**PreK-2** The student...

1. identifies goals;
2. develops plans to achieve goals.

**3-5** The student...

1. identifies challenging goals;
2. develops plans to achieve goals.

**6-8** The student...

1. identifies strategies for managing personal resources (e.g., talents, time, money) to achieve career goals;
2. develops and implements an Individual Plan of Study that effectively prepares the student for career success;
3. recognizes need to balance school, home, and career.

**9-12** The student...

1. identifies how economic, personal, and societal factors influence career goals;
2. assesses and modifies the Individual Plan of Study to meet career goals;
3. describes the importance of networking, negotiating, and mentoring to achieve career goals;
4. applies decision-making skills to career planning.

**Standard 3:**

The student will understand the relationship between personal qualities, education, training, and career success.

**Benchmark 1:**

The student will acquire knowledge to achieve career goals.

*Knowledge-Based Indicators***PreK-2** The student...

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 student...

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 student...

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 student...

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.

**Standard 3:**

The student will understand the relationship between personal qualities, education, training, and career success.

**Benchmark 2:**

The student will apply skills to achieve career goals.

*Knowledge-Based Indicators*

**PreK-2** The student...

1. develops good work habits;
2. develops interpersonal skills;
3. develops teamwork skills.

**3-5** The student...

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 student...

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 student...

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 AND EMOTIONAL DEVELOPMENT

### Overview:

“Standards that guide school counseling programs to help students manage emotions and learn and apply interpersonal skills.”<sup>3</sup>

#### Standard 1:

The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

##### Benchmark 1:

The student will acquire and use self-knowledge.

##### Benchmark 2:

The student will acquire and use interpersonal skills.

##### Benchmark 3:

The student will appreciate perspective and emotions of others.

#### Standard 2:

The student will make decisions, set goals, and take necessary action to achieve goals.

##### Benchmark 1:

The student will acquire knowledge and skills to make decisions and set goals.

#### Standard 3:

The student will understand personal safety skills.

##### Benchmark 1:

The student will acquire personal safety skills.

##### Benchmark 2:

The student will acquire skills to ensure health and well-being.

<sup>3</sup> American School Counselor Association, 2014, p. 1. The Social-Emotional domain of the Curricular School Counseling Standards aligns with the Social-Emotional Character Development Standards found at <http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaM-Z/SchoolCounseling/Social,Emotional,andCharacterDevelopment.aspx>.

**Standard 1:**

The student will acquire knowledge, attitudes, and interpersonal skills to understand and respect self and others.

**Benchmark 1:**

The student will acquire and use self-knowledge.

*Knowledge-Based Indicators*

**PreK-2** The student...

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

**3-5** The student...

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

**6-8** The student...

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

**9-12** The student...

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.

**Standard 1:**

The student will acquire knowledge, attitudes, and interpersonal skills to understand and respect self and others.

**Benchmark 2:**

The student will acquire and use interpersonal skills.

*Knowledge-Based Indicators*

**PreK-2** The student...

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 student...

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 student...

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 student...

1. demonstrates effective communication skills;
2. demonstrates empathy;
3. applies appropriate interpersonal skills;
4. demonstrates respect for diversity.

**Standard 1:**

The student will acquire knowledge, attitudes and interpersonal skills to understand and respect self and others.

**Benchmark 3:**

The student will appreciate perspective and emotions of others.

*Knowledge-Based Indicators*

**PreK-2** The student...

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 student...

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 student...

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 student...

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.

**Standard 2:**

The student will make decisions, set goals, and take necessary action to achieve goals.

**Benchmark 1:**

The student will acquire knowledge and skills to make decisions and set goals.

*Knowledge-Based Indicators*

**PreK-2** The student...

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 student...

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 student...

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 student...

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.

**Standard 3:**

The student will understand personal safety skills.

**Benchmark 1:**

The student will acquire personal safety skills and demonstrates digital citizenship.

*Knowledge-Based Indicators*

**PreK-2** The student...

1. recognizes bullying and conflict;
2. recognizes refusal skills;
3. recognizes the difference between appropriate and inappropriate touch, personal boundaries, and rights;
4. demonstrates the safe use of personal information;
5. follows directions, rules, and laws to keep people safe.

**3-5** The student...

1. recognizes the difference between bullying and conflict;
2. recognizes and applies refusal skills;
3. explores problems associated with the use of personal information;
4. recognizes the relationship between directions, rules, laws, and personal and school safety;
5. reports incidents of unsafe use of personal information.

**6-8** The student...

1. understands the difference between bullying and conflict;
2. recognizes and applies refusal skills;
3. implements safeguards to protect personal information;
4. describes the consequences of behavior on personal safety, school safety, and protection of individuals' rights;
5. describes abusive situations and plans for seeking help;
6. determines actions and resources for ensuring the safety of self and others;
7. recognizes how individual choices and decision-making apply to personal safety.

**9-12** The student...

1. understands the difference between bullying, conflict, and harassment;
2. applies refusal skills;
3. implements the use of safeguards to protect personal information;
4. recognizes potential crises and takes appropriate action;
5. demonstrates appropriate techniques for handling bullying and harassment.

### Standard 3:

The student will understand personal safety issues and skills.

#### Benchmark 2:

The student will acquire skills to ensure health and well-being.

#### *Knowledge-Based Indicators*

**PreK-2** The student...

1. identifies healthy and unhealthy choices;
2. develops self-discipline and self-control;
3. identifies risky behaviors and consequences.

**3-5** The student...

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 student...

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 student...

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.



