

CONNECTING

How do I build and sustain relationships and community?



Instructional Stance

Educators support CONNECTING by:

- Modeling communication routines
- Teaching active listening tools
- Providing structures for collaborative work
- Making perspective-taking visible
- Facilitating inclusive participation
- Supporting learners as they navigate group dynamics
- Providing feedback rooted in agency rather than compliance

Across PreK-12

Across PreK-12, learners develop the capacity to notice, understand, and respond to others in increasingly complex ways. Young learners notice simple feelings and cues and share their ideas with support. Elementary learners respond to others' ideas and feelings and use communication strategies to support group work. Middle school learners interpret perspectives, adapt their message across contexts, and contribute to collaboration and belonging. High school learners evaluate different perspectives and communication approaches and facilitate dialogue that strengthens trust, belonging, and community across diverse settings.

Competency Progression

The competency statements outline a strategic increase in challenge and self-reliance from PreK through graduation, and define how students navigate the core domain question as they progress through different developmental stages.

Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
I notice simple feelings and communication cues and share my ideas with support during play and group routines.	I describe how classmates feel or what they share and choose simple ways to communicate in familiar learning situations.	I compare ideas and viewpoints, notice patterns of effective collaboration, and use communication strategies independently so everyone feels heard, included, and able to participate.	I decide how to communicate with different audiences, adapt my message in person and online, and consider how my communication choices support empathy, collaboration, and belonging across contexts.	I plan communication approaches for diverse audiences and contexts, justify my choices of tools, norms, formats and styles, and prioritize dialogue that strengthens trust, inclusion, and belonging across communities.

Attributes and Attribute Progressions

CONNECTING attributes are reflected in the competency progression and expanded with more detail here for reference.

CONNECTING ATTRIBUTES	Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
Empathy and Perspective-Taking	I notice simple feelings and communication cues in familiar routines.	I describe how classmates feel or what they share in familiar situations.	I notice and respond to others' ideas and feelings in group work.	I interpret others' perspectives through what they share across different contexts.	I evaluate different perspectives and anticipate how others may interpret messages in complex or diverse settings.
Communication and Expression	I share ideas with support using simple words, gestures, or pictures.	I explain my ideas clearly in familiar situations and practice communication routines with reminders.	I use communication strategies independently so everyone can participate.	I adapt my message for different audiences or contexts during collaboration.	I plan communication approaches for diverse audiences and justify my choices of tools, formats, and norms.
Collaboration and Teamwork	I follow listening and turn-taking routines with help during play or group activities.	I use simple collaboration routines with reminders and include classmates when prompted.	I use communication norms and tools to support participation and shared understanding.	I contribute to group processes by adapting communication and supporting cooperation.	I facilitate collaboration by strengthening dialogue, participation, and trust across groups and contexts.
Community Building and Belonging	I include others with help and show simple kindness in familiar routines.	I help classmates feel included with reminders and show empathy in familiar activities.	I use communication norms and empathy to help others feel heard and able to participate.	I monitor how my choices influence belonging and cooperation across contexts.	I take relational actions that strengthen trust, inclusion, and belonging across communities.