

THRIVING

How will I thrive?



Instructional Stance

Educators support THRIVING by:

- Modeling emotional awareness and grounding strategies
- Providing consistent routines and opportunities for co-regulation
- Offering flexible pathways and recovery opportunities
- Supporting reflection on habits, choices, and needs
- Creating spaces for values-aligned action

Across PreK-12

Across PreK–12, learners strengthen their ability to understand themselves, respond to challenges, and navigate change with confidence and purpose. They build habits that support well-being, use strategies to recover and re-engage, adjust approaches across situations, and make decisions aligned with values and goals. Over time, learners grow from expressing basic needs and trying simple strategies with help to acting with integrity and purpose in complex or unpredictable situations.

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 my feelings and needs, use simple strategies with help, and try again when something feels hard during activities or play.	I describe my feelings and needs, use familiar strategies with reminders, and begin adjusting what I do so I can stay steady, balanced, and ready to engage.	I notice patterns in what supports my well-being, use strategies independently, and adjust my approach when something feels difficult so I can recover and re-engage.	I evaluate what affects my well-being, adapt my strategies across classes and situations, and navigate challenges or change with growing independence, purpose, and flexibility.	I evaluate my habits, choices, and well-being across contexts, align my actions with my values, and navigate challenges with integrity, resilience, and purpose in school, work, and life.

Attributes and Attribute Progressions

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

THRIVING 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
Emotional Awareness, Well-being, and Balance	I show simple feelings or needs, notice changes in comfort, and begin using simple strategies with help to feel steady during activities or play.	I describe my feelings, needs, or early stress signals and use familiar strategies with reminders to feel steady in predictable routines.	I notice patterns in what helps me stay steady, use strategies independently, and adjust my approach when something feels difficult so I can recover and re-engage.	I evaluate how habits, feelings, or situations affect my well-being and adapt my strategies across classes and situations to stay steady during challenges or change.	I evaluate my habits, choices, and well-being across contexts and refine my strategies so I can sustain balance, purpose, and well-being in school, work, and life.
Adaptability and Flexibility	I follow simple routines with help and try again with support when something feels hard or changes during activities or play.	I adjust small actions with reminders when routines change, or something feels hard, and use familiar strategies with guidance to stay steady.	I adjust my approach when something feels difficult, choose strategies independently in familiar situations, and begin adapting them in new or changing tasks.	I adapt my strategies across classes, expectations, and situations, and respond to change or uncertainty with growing independence and purpose.	I adapt my strategies across different contexts, anticipate challenges, and act flexibly and intentionally when situations become complex or uncertain.
Resilience, Recovery, and Persistence	I try again with help when something feels hard and use simple strategies to return to activities or play.	I keep trying during activities or play with guidance, use familiar strategies with reminders, and begin adjusting what I do when something feels difficult.	I use strategies independently to recover or re-engage after difficulty and sustain effort across tasks by adjusting my approach when needed.	I recover from challenges with purpose, adapt strategies across classes or situations, and persist through difficulty with growing confidence and flexibility.	I navigate challenge or change with integrity and resilience, refine strategies to stay engaged in complex situations, and persist in ways aligned with long-term well-being.
Purpose, Integrity, and Values-Aligned Choices	I show needs or preferences in simple ways and begin making early choices with help that support my comfort or participation.	I describe simple needs or preferences, make guided choices that help me stay steady, and begin acting in ways that support my well-being.	I explain why something supports my well-being, make choices that help me recover or re-engage, and learn from mistakes to stay purposeful.	I evaluate how my habits, feelings or situations relate to my values and make choices that help me navigate challenges or change with purpose and integrity.	I evaluate my choices and well-being across contexts, align my actions with my values, and navigate challenges with integrity, resilience and long-term purpose.