

Social Emotional Continuum - Preschool through Grade 3

Created by Mesa County Valley School District

Personal/Social Standards

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

The student will be able to:

Standard	Sub-Standard	Benchmarks	3-5 Years	4-6 Years	5-7 Years	7-9 Years
A	PS-A1 Acquire Self-knowledge	A1.1 Develop positive attitudes toward self as a unique and worth person	-Identify things they like to do	-Describe things they do well -Draw a picture or tell someone a favorite activity	-Demonstrate a special skill or talent. -Describe an achievement	-Describe situations in which they feel confident -Identify the positive behaviors of self & others -Identify the characteristics of someone who has self-respect and positive self-esteem
		A1.2 Identify values, attitudes and beliefs	-Indicate needs or desires	-Identify values held by the family	-Identify values that help make good choices. -Explain how to be successful in school	-Define what it means to be responsible
		A1.3 Learn the goal-setting process	-Identify wants	-State or draw a plan to acquire a want -Recognize that feelings change throughout the day	-Recognize the relationship between setting goals and accomplishing them	-Give an example of an academic and/or personal goal
		A1.4 Understand change is a part of growth	-Manages transitions	-Recognize that schedules and activities change	-Successfully navigate change	-Problem solve for an unexpected change -Recognize changing roles of others
		A1.5 Identify and express feelings	-Identify emotions expressed in feeling faces or photographs -Identify and labels feelings and causes of feelings	-Name the emotions felt by others -Demonstrate a range of emotions through facial expressions and body language with congruency -Identify feelings that result from participating in physical activity -Explain that feelings influence behavior	-Describe physical responses to strong emotions -Describe situations that trigger various emotions -Recognize mood changes and factors that contribute to them	-Share feelings (e.g., through speaking, writing, drawing) in a range of contexts -Depict a range of emotions -Distinguish among intensity levels of an emotion -Explain why others felt as they do -Distinguish among emotions they might feel in various situations
		A1.6 Distinguish between appropriate and inappropriate behavior	-Discuss classroom and school rules	-Follow directions in school -Follow established class protocols -Follow a simple series of instructions for an activity -Identify consequences for actions -Help manage equipment in physical activity settings	-Describe how you to improve your classroom behavior -Describe appropriate ways to seek group entry -Invite others to use equipment before repeating a turn	-Describe a behavior they would like to change -Identify examples of classroom behavior that are sensitive to the needs of others -Give examples of prosocial behaviors such as helping others, being respectful to others, cooperation, consideration, and self control
		A1.7 Recognize personal boundaries, rights and privacy needs	-Be aware of verbal and non verbal cues -Demonstrate sharing and turn taking -Be aware of personal space	-Identify privacy needs -Identify personal space	-Recognize that an individual is responsible for their own behavior -Recognize personal space	-Respect privacy needs -Respect personal space
		A1.8 Understand the need for self-control and how to practice it	-Identify ways to calm themselves	-Demonstrate patience in a variety of situations	-Explain how interrupting others may make them feel	-Demonstrate ways to deal with upsetting emotions
		A1.9 Demonstrate cooperative behavior in groups	-Demonstrate sharing and taking turns -Pay attention when someone else is speaking -Volunteer for various classroom tasks	-Share encouraging comments with others -Help another student share space effectively -Participate is a leader and a follower	-Identify attributes of cooperative behavior in a group setting -Identify and demonstrate the attributes of being an effective partner or group members in physical activity -Demonstrate how students help each other -Describe how positive social interaction can make physical activity with others more fun	-Recognize how changing behaviors can impact how others feel and respond -Demonstrate honesty and fairness while playing or working with others -Participate in establishing and enforcing ground rules for class and group efforts -Demonstrate support for others' contributions to a group effort

					-Participate in a variety of group settings without distracting behavior	-Refrain from using put-down statements -Follow directions, activity-specific rules, procedures, and etiquette with few reminders -Congratulate partners, opponents, or team upon conclusion of game or activity
		A1.10 Identify personal strengths and assets	-Identify things favorite activities -Describe ways in which they help out at home	-Describe things they do well -Demonstrate a special skill or talent they have	-Describe situations in which they feel confident	-Describe an achievement that makes them feel proud -Acknowledge the value of personal talents and strengths
		A1.11 Identify and discuss changing personal and social roles	-Describe situations in which they needed help	-Recognize when it is appropriate to give a compliment -Recognize that people are different	-Recognize that people from different cultural and social groups share many things in common	-Identify a way that can help improve the local community -Identify different cultures within their school
		A1.12 Identify and recognize changing family roles	-Have an awareness of family roles	-Identify specifically what certain family roles do	-Recognize differences and changing roles	-Identify events and causes in changing family roles
PS – A2 Acquire Interpersonal Skills		A2.1 Recognize that everyone has rights and responsibilities	-Understand classroom jobs and responsibilities	-Recognize that all people are similar in the needs they share -Play without interfering with others	-Explain why hitting or yelling at somebody is hurtful and unfair -Identify unwelcome teasing or bullying behaviors -Identify the positive behaviors of others	-Explain why it is important to treat others as they would want to be treated -Describe what it means to be dependable and why this is sometimes difficult -Take responsibility for mistakes -Analyze what it means to be responsible with regard to family, friends and school community
		A2.2 Respect alternative points of view	-Identify favorite things to do with others	-Recognize that others may feel differently about the same situation	-Respect that others may interpret the same situation differently	-Analyze why others felt as they do -Analyze how people of different groups can help one another and enjoy each other's company -Demonstrate an interest in the perspective of others -Respond positively to constructive criticism
		A2.3 Recognize, accept, respect and appreciate individual differences	-Works and plays cooperatively with another child -Is aware of another's feelings and responds in a like manner	-Identify how students left out might feel -Recognize that people who share a cultural tradition differ from one another in other ways	-Describe what they have learned about the ways cultural groups differ from one another -Recognize that some behaviors can be harmful	-Analyze the unique contributions of individuals and cultural groups -Analyze human differences -Identify bullying behavior -Identify how to show respect for individual differences -Acknowledge the value of others' talents and strengths
		A2.4 Recognize accept and respect ethnic and cultural diversity	-Shows an awareness of societal and cultural groups -Shows an awareness that people may be different	-Recognize the existence of various groups based on social and cultural variables	-Respect how interactions with individuals from different cultures enrich one's life	-Analyze the impact of differing responses to human diversity on literary characters -Recognize the different social groups in school
		A2.5 Recognize and respect differences in various family configurations	-Demonstrate knowledge of family members (label)	-Demonstrate knowledge of family structures	-Identify alternate family structures	-Compare and contrast various family structures -Discuss stereotyping and its negative impact on families
		A2.6 Use effective communication skills	-Demonstrate expressing positive feelings about others -Develop an awareness of the use of words and gestures to communicate	-Demonstrate how to initiate conversation with a new student -Demonstrate graciousness in winning and losing -Demonstrate how to give a compliment -Demonstrate appropriate responses to receiving a compliment -Demonstrate expressing appreciation to someone who has helped -Describe ways to express forgiveness -Demonstrate ways to show respect, consideration, and care for others	-Practice reflective listening (e.g., I messages, paraphrase) through discussion and role-play -Use "I-statements" to express various emotions and feelings -Demonstrate group decision making with peers in class meetings -Identify and demonstrate acceptable responses to challenges, successes, and failures -Describe and practice solutions that require polite and empathetic responses, such as please, thank you, and I'm sorry	-Use "I statements" to describe feelings -Analyze how tone of voice influences how others respond -Demonstrate group decision making -Give constructive feedback to peers -Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way

				-Speak at appropriate times		
		A2.7 Know that communication involves speaking, listening, and non-verbal behavior	-Demonstrate an awareness of different forms of communication	-Label others' feelings based on verbal and non-verbal cues in different situations -Identify different forms of communication -Start and stop on an auditory or visual signal	-Describe how others are feeling based on their facial expressions and gesture -Demonstrate an ability to listen to others (e.g., making eye contact, nodding, and asking clarifying questions) -Distinguish different forms of communication	-Exhibit an ability to summarize both points of view -Interpret non-verbal communication cues -Analyze alignment and non-alignment of verbal and non-verbal cues -Encourage others by using verbal and non-verbal communication
		A2.8 Learn how to make and keep friends	-Demonstrate an awareness of the characteristics of friends -Develop an awareness of classmates	-Depict ways to help others (e.g., list, draw, cartoons) -Make and respond appropriately to introductions -Discuss ways of initiating contact with an unknown peer	-Explain how resolving a conflict with a friend could strengthen the friendship -Identify ways to build positive relationships with peers, family and others	-Practice strategies that support peers in school -Summarize a plan for making friends -Demonstrate strategies for building relationships with others who are different -Describe positive ways to show care, consideration, and concern for others -Congratulate friends for a well-executed movement -Ask a partner to participate in a physical activity
B	PS-B1 Self Knowledge Application	B1.1 Use a decision making and problem solving model	-Demonstrate knowledge of cause and effect -Has awareness that they can effect change -Has an awareness of a situation that they want to change -Completes multiple tasks in a project of own choosing w/ some adult guidance	-Identify a situation that need change -Plan to implement change	-Describe the steps of a plan to implement change	-Independently make a plan and follow through to implement change -Demonstrate the steps of a decision-making process: -define the problem -say feelings -identify contributing factors -set a goal -identify alternative solutions and the consequences of each -select the best solution -evaluate the results -Analyze why you may have to use different strategies for dealing with different conflict situations -Identify how a change in behavior of one side of a problem affects the other side
		B1.2 Understand consequences of decisions and choices	-Become aware that actions have consequences -Demonstrate an awareness of how behavior affects others	-Predict how their own behavior might affect others -Describe the consequences of breaking classroom or school rules -Recognize that one has choices in how to respond to situations	-Show what it means to accept responsibility for actions. -Recognize the consequences of inappropriate behavior -Accept responsibility for one's behavior in a game situation	-Evaluate success and analyze what might have done differently when making choices -Evaluate the consequences of alternative solutions -Evaluate various approaches to responding to others -Evaluate the consequences of alternative choices
		B1.3 Identify alternate solutions to a problem	-Demonstrate ability to make choices	-Identify alternative solutions for a problem -Identify different approaches to dealing with problems	-Demonstrate different approaches to dealing with conflict.(e.g., avoidance, compliance, negotiation)	-Analyze what alternative solutions may be to a problem
		B1.4 Develop effective coping skills for dealing with problems	-Implement stop, think, and act (plan) strategies in solving problems -Show awareness of calming and coping strategies	-Identify need for calming and coping skills -Identify what some calming and coping skills are	-Utilizes calming and coping skills	-Respond non-defensively to criticism or accusations through role play -Identify assertive, passive and aggressive conflict resolution behaviors -Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased.) -Identify tools to manage time better
		B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	-Describe a time and place when help was needed	-Identify different sources of help	-Access different sources of help	-Evaluate the effectiveness of differing sources of help
		B1.6 Know how to apply conflict resolution skills	-Show awareness of emotional and physical self in conflict resolution process	-Identify roles in conflict resolution process	-Identify strategies to resolve conflict	-Demonstrate use of conflict resolution strategies

		B1.7 Demonstrate a respect and appreciation for individual and cultural differences	-Recognize another's needs Defend another's needs	-Identify differences within individual and culture	-Demonstrate respect and appreciation for individual differences	-Recognize the value of sharing diverse perspectives -Recognize how diversity enriches a community -Demonstrate value and interest in individual difference
		B1.8 Know when peer pressure is influencing a decision	-Show awareness of social belonging	-Identify ways to belong among peers	-Recognize that belonging to a peer group can affect choices and behaviors	-Recognize difference between self choice and group choice
		B1.9 Identify long and short term goals	-Make a plan and follow through	-Identify a one or two step plan to achieving a desire or goal	-Identify short term goal and the steps to achieve it	-Identify long term goal and three steps to achieve it
		B1.10 Identify alternate ways of achieving goals	-Show awareness of different ways to get wants -Demonstrate sharing and waiting	-Identify more than two ways to get wants met	-Demonstrate an ability to choose a way to get a want	-Make a plan with action steps and timeframes to achieve a goal -Analyze the success of choices
		B1.11 Use persistence and perseverance in acquiring knowledge and skills	-Complete a task	-Continue to work on a task even when encountering difficulties	-Identify difficulties that may be encountered -Demonstrate an ability to complete assignments on time	-Predict potential difficulties and make plans for it
		B1.12 Develop an action plan to set and achieve realistic goals	-Develop self help skills and participates in chores without reminders -Show awareness of one's range of ability	-Make a plan based on self awareness	-Demonstrate ability to make an achievable goal based on self awareness	-Evaluate ability to make an achievable goal based on self awareness
C	PS-C1 Acquire Personal Safety Skills	C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	-Demonstrate knowledge of 1 st and last name, and age	-Demonstrate knowledge of phone number and parent's names.	-Demonstrate knowledge of home address, parent's place of work	-Demonstrate knowledge of alternate contact people who their parent's trust
		C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual	-Participate in the development of classroom rules -Contribute to school safety by supporting classroom, lunchroom and playground rules	-Describe rules that help students treat each other fairly -Identify and follow bus, classroom, and school safety rules	-Participate in creating and enforcing classroom rules -Develop rules for an activity, and participate in the activity while following the rules	-Identify the need for rules at school, home, and in society -Analyze rules families use to help its members get along together
C		C1.3 Learn about the differences between appropriate and inappropriate physical contact	-Demonstrate appropriate touch	-Recognize appropriate touch, and avoid inappropriate touch	-Explain why some contact is appropriate and other is inappropriate	-Analyze what makes some touch appropriate and other inappropriate
		C1.4 Demonstrate the ability to set boundaries rights, and personal privacy.	-Practice saying "No" to protect yourself from unsafe situations	-Identify a situation where a need exists to set a boundary	-Demonstrate ways to set boundaries	-Analyze how responsible students help their classmates -Demonstrate how to communicate about personal boundaries directly, respectfully, and assertively
		C1.5 Differentiate between situations requiring peer support and adult professional help.	-Show awareness of parents and teachers as resources and positive role models	-Show awareness of peers as resources and role models	-Identify which adult or peer can help with which specific situation	-Analyze how responsible students help their classmates
		C1.6 Identify resource people in the school and community and know how to seek their help.	-Identify reliable adults to seek help in an emergency -Identify the people who can give you the help you need -Demonstrate ways to ask for help when needed	-Identify the various helpers in the school community	-Identify a community resources (e.g. field, park, swimming pool) -List ways families can support students in school -Describe how peers can support each other in school -Identify trusted adults who promote health, such as health care providers	-Identify community members that can be of support when needed (e.g. religious leader, extended family, and neighbor)
		C1.7 Apply effective problem solving and decision making skills to make safe and healthy choices	-Describe situations when it might feel unsafe and help is needed	-Identify personal behaviors that are safe or unsafe -Identify healthy behaviors	-Avoid potentially dangerous situations	-Analyze what it means to be responsible for personal health -Demonstrate wise decisions regarding safety hazards
		C1.8 Learn about the emotional and physical	-Identify healthy choices	-Identify effects of poor health choices	-Demonstrate an awareness of the dangers of substance abuse	-Practice strategies for resisting peer pressure to do drugs or alcohol.

		dangers of substance abuse and use.				-Identify what is dangerous
		C1.9 Learn how to cope with peer pressure	-Take action to avoid possible poor group decisions Awareness of peers	-List strategies to support students who are left out or bullied -Identify wise choices in selecting friends -Identify ways of refusing negative peer pressure	-Recognize strategies for resisting negative peer pressure	-Recognize how to resist peer pressure to do something unsafe or potentially dangerous
		C1.10 Learn techniques for managing stress and conflict	-Identify ways to calm yourself	-Practice deep breathing to calm self	-Practice self talk to calm self	-Practice handling pressure situations (e.g. taking a test participating in a competitive activity)
		C1.11 Learn coping skills for managing life events	-Demonstrate appropriate regulation of emotions for event or activity	-Practice how to ask for help	-Identify needs of self -Identify coping strategies in everyday life -Identify the importance of talking about feelings with parents and other trusted adults	-Identify a reliable adult to have can have a trusting relationship -Identify changes in life

