

Social Emotional Continuum – Grade 4 through Grade 8

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-category	Benchmarks	10 – 11 Years	12-13 Years	13-14 Years
A	Acquire self-knowledge (PS-A1)	Develop positive attitudes toward self as a unique and worthy person. (A1.1)	-Predict how they would feel in giving or receiving help or a compliment -Identify extra-curricular activities available -Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejections, being teased) -Identify positive and negative ways of dealing with stress -Develop confidence in a physical activity setting	-Explain how adult role models influence aspirations for the future -Recognize outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior) -Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork)	-Recognize ways to share and reciprocate feelings -Analyze the effect of self-talk on emotions -Analyze internal factors that contribute to mental and emotional health
		Identify values, attitudes, and beliefs. (A1.2)	- Analyze what it means to be responsible with regard to family, friends, school, and community	-Demonstrate strategies for building relationships with others who are different -Identify personal strengths and weaknesses and the effect they have on choices	-Identify the feelings of literary and TV characters and analyze why they felt as they did -Differentiate between the factual and emotional content of what a person says
		Learn the goal-setting process. (A1.3)	- Define a clear, attainable personal goal	-Use a variety of strategies to set clear, attainable personal goals	-Monitor progress in achieving your goal and make adjustments in your planning as needed
		Understand change is a part of growth. (A1.4)	-Identify physical and emotional changes during adolescence -Identify why changes may occur -Identify why conflicts may occur	-Identify why they may have to use different strategies for dealing with different conflict situations	-Implement why they may have to use different strategies for dealing with different conflict situations
		Identify and express feelings. (A1.5)	-Describe the physical responses to a range of emotions -Describe emotions associated with personal experiences -Demonstrate situations in various contexts by role play -Practice expressing positive feelings about others -Describe a time and situation when help was needed	-Recognize emotions as indicators of situations in need of attention -Use "I" statements to describe feelings -Apologize to someone sincerely -Explain the interrelationship of physical, mental, emotional, social, and spiritual health -Explain to causes, symptoms, and effect of anxiety and depression -Identify the feelings and emotions associated with loss and grief	-Distinguish how personal feelings differ from others expectations -Demonstrate an ability to assess your level of stress based on physical and psychological factors. -Demonstrate how to utilize feelings to ask for help rather than express anger -Recognize ways to share and reciprocate feelings
		Distinguish between appropriate and inappropriate behavior. (A1.6)	-Be helpful to classmates -Take responsibility for mistakes -Recognize actions that hurt others -Respond to winning and losing in socially appropriate ways	-Practice replacing irresponsible behaviors with responsible behavior	-Explain the consequences of different ways of communicating emotions - Practice dealing appropriately with wrongly being accused of something
		Recognize personal boundaries, rights, and privacy needs. (A1.7)	-Interpret non-verbal communication cues -Determine how personal space changes due to relationships	-Recognize the importance of setting personal boundaries -Demonstrate negotiation skills to support the healthy expression of personal needs	-Analyze the consequences of crossing personal boundaries, rights, & privacy needs of others -Be able to identify personal limitations
		Understand the need for self-control and how to practice it. (A1.8)	-Reflect on possible consequences before expressing emotions -Identify situations which may cause angry feelings or stress	-Practice self-calming techniques (deep breathing self-talk, progressive relaxation, etc.) to manage stress and/or anger	-Practice assertive communication to manage stress -Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test) -Identify personal time management techniques
		Demonstrate cooperative behavior in groups. (A1.9)	-Support peers in school -Support others' contributions to a group/team effort -Contribute ideas, and listen to the ideas of others in cooperative, problem-solving activities -Acknowledge and accommodate individual differences in others' physical abilities in small-group activities -Officiate an activity, game, or sport	-Work with other students in completing group projects -Evaluate individual responsibility in group efforts -Identify and define the role of each participant in a cooperative physical activity	-Identify people's varying attitudes and feelings about current issues -Demonstrate empathy with others in a variety of situations -Participate in group cooperation games and adventure activities to encourage team building and fun

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			-Demonstrate respect for the person who is officiating in a physical activity setting		
		Identify personal strengths and assets. (A1.10)	-Describe how they would improve an ability to perform a valued skill -Identify personal strengths and weaknesses	-Identify learning styles and verbalize personal strengths to others	-Identify how physical and academic characteristics have contributed to the decisions that have been made personally (e.g., what sports to play, what activities to participate in, etc.)
		Identify and discuss changing personal and social roles. (A1.11)	-Explain how exposure to cultural diversity might change their behavior -Describe how feelings and emotions are portrayed in the media -Identify how media and society can influence mental and emotional health	-Develop and maintain positive relationships with peers of different genders, races, and ethnic groups -Identify how media influences societal expectations	-Discuss how the media create and/or reinforce societal expectations of various social and cultural groups -Evaluate how marketing and media shape the ways in which social and cultural groups perceive themselves -Analyze how culture, media, and others influence personal feelings and emotions
		Identify and recognize changing family roles. (A1.12)	- Identify how divorce, illness, death, economic stress, or other events could affect family roles -Explain how families and peers can influence mental and emotional health	- Explain how a change in a current family structure would affect individuals	- Demonstrate empathy with and support for others when they are struggling with changing family roles -Describe how personal and family values and feelings influence choices
	Acquire interpersonal skills (PS-A2)	Recognize that everyone has rights and responsibilities. (A2.1)	-Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new student) -Describe the basic rights of all individuals regardless of their social or cultural affiliations -Identify ways to advocate for others	-Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy)	-Analyze the consequences of ignoring the rights of other people -Analyze the needs of others (e.g., those with handicaps, those who are disadvantaged, and those with special abilities)
		Respect alternative points of view. (A2.2)	-Recognize that students learn differently -Describe examples of how the media portray various social and cultural groups	-Predict how behavior might affect the feelings of others -Listen respectfully to opposing points of view	-Identify people's varying attitudes and feelings about current issues -Listen respectfully to opposing points of view on controversial issues
		Recognize, accept, and appreciate ethnic and cultural diversity. (A2.4)	-Demonstrate respect for members of various ethnic and religious groups -Demonstrate an ability to work well with those of different ethnic groups and religion -Discuss how culture and tradition influence personal and family development -Describe different kinds of families, and discuss how families can share love, values, and traditions as well as provide emotional support, and set boundaries and limits	- Develop and maintain positive relationships with peers of different genders, races, and ethnic groups -Participate in activities that address diversity -Participate in activities with individuals of various skill levels -Demonstrate an acceptance of difference among friends in physical development	-Evaluate ways of overcoming a lack of understanding of those who are different -Understand how marketing and media shape the ways in which social and cultural groups perceive themselves
		Recognize and respect differences in various family configurations. (A2.5)	- Describe the basic rights of all individuals regardless of family structure	- Demonstrate respect for members of various family structures	- Explain/describe how social norms influence how we feel about various family structures
		Use effective communication skills. (A2.6)	-Describe strategies for dealing with upsetting situations -Identify ways to overcome misunderstandings	-Use "I" statements to describe ideas, feelings, why they feel that way, and what they might want to change	-Explain the consequences of different forms of communicating one's emotions -Practice assertive communication to manage stress -Practice effective speaking and listening
		Know that communication involves speaking, listening, and nonverbal behavior. (A2.7)	-Practice aligning non-verbal and verbal communication in refusing unwanted behavior -Describe the qualities of an effective communicator -Identify the positive ways that peers and family members show support, care, and appreciation for one another	-Use appropriate non-verbal cues to communicate understanding of another's perspective	-Describe the causes and effects of communication on others behaviors -Analyze barriers to effective communication
		Learn how to make and keep friends. (A2.8)	-Actively support peers in school -Identify strategies for maintaining positive relationships -Help others with physical activity challenges	-Build and maintain relationships with others who are different	-List qualities that contribute to friendships -Evaluate how ethical conduct might improve valued relationships
B	Self-knowledge application (PS-B1)	Use a decision-making and problem-solving model. (B1.1)	-Identify a current problem and possible solutions -Understand how actions have affected others -Utilize the steps of the decision making process -Define a problem -Say feelings -Identify contributing factors -Set a goal -Identify alternate solutions & the	-Identify challenges and obstacles to solving problems -Identify and analyze a problem and possible solutions -Analyze possible solutions to a movement problem in a cooperative physical activity, and come to a consensus on the best solution	- Identify and analyze a problem, predicting the outcome of possible solutions -Make decisions to modify a game to allow all members to participate

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			<ul style="list-style-type: none"> <li>Consequences of each</li> <li>-Select the best solution</li> <li>-Evaluate the results</li> <li>-Describe and demonstrate responsible behavior and decision-making while participating in physical activity</li> </ul>		
		Understand consequences of decisions and choices. (B1.2)	-Reflect on possible consequences before expressing emotions	<ul style="list-style-type: none"> <li>-Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation)</li> <li>-Analyze the risks of potentially dangerous situations</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize the impact of unethical or destructive behavior on family, friends, or loved ones</li> <li>-Demonstrate an ability to express hurt without withdrawal, blame, or aggression</li> </ul>
		Identify alternate solutions to a problem. (B1.3)	-Recognize that conflict is a natural part of life	-Identify strategies people use to work out disagreements (i.e., with peers, families, student-teacher)	-Demonstrate strategies for problem-solving with peers, adults, and others in the community
		Develop effective coping skills for dealing with problems. (B1.4)	<ul style="list-style-type: none"> <li>-Define stress</li> <li>-Identify personal stressors</li> <li>-Identify things about themselves and situations that they cannot change and devote their energy to something they can change</li> </ul>	<ul style="list-style-type: none"> <li>-Analyze emotional states that contribute to or detract from their ability to solve problems</li> <li>-Analyze the effects of self-talk</li> <li>-Demonstrate how to ask for help instead of expressing anger</li> </ul>	<ul style="list-style-type: none"> <li>-Identify stress management skills that work best for them</li> <li>-Identify ways in which peers can help one another cope with potentially dangerous situations</li> <li>-Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary</li> </ul>
		Demonstrate when, where, and how to seek help for solving problems and making decisions. (B1.5)	<ul style="list-style-type: none"> <li>-Describe a time and situation when help was needed and how it was accessed</li> <li>-Identify friends, family, and reliable adults from whom they can seek help in various situations</li> </ul>	-Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety	-Demonstrate an ability to reduce stress by reassessing a situation
		Know how to apply conflict resolution skills. (B1.6)	<ul style="list-style-type: none"> <li>-Recognize actions that hurt others.</li> <li>-Identify why different conflict resolution strategies may be used</li> <li>-Demonstrate conflict resolution behavior in socially appropriate ways</li> </ul>	-Analyze why both parties in a conflict feel as they do	-Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways
		Demonstrate a respect and appreciation for individual and cultural differences. (B1.7)	<ul style="list-style-type: none"> <li>-Describe the basic rights of all individuals regardless of their social or cultural affiliations</li> <li>-Describe how various relationships (e.g., peers, parents, teachers, other adults) differ</li> </ul>	-Identify how both parties to a conflict might get their needs met	<ul style="list-style-type: none"> <li>-Analyze the consequences of ignoring the rights of other people</li> <li>-Recognize the role of physical activity in getting to know and understand others of similar and different backgrounds</li> <li>-Seek out participation with, and show respect for a peer with varying skill ability</li> <li>-Understand that stereotypes exist about mental and emotional problems, and those stereotypes can influence a person's desire to seek help</li> </ul>
		Know when peer pressure is influencing a decision. (B1.8)	<ul style="list-style-type: none"> <li>-Identify how social relationships impact academic performance</li> <li>-List characteristics of friends who are a healthy or unhealthy influence</li> </ul>	- Differentiate between positive and negative peer pressure	- Recognize the benefits of beliefs that support responsible behavior
		Identify long- and short-term goals. (B1.9)	- Describe steps needed to reach personal goals	-Evaluate how the decisions they make about completing homework can affect academic achievement	<ul style="list-style-type: none"> <li>-Apply goal-setting skills in helping a group develop action steps for achieving a group goal</li> <li>-Use effective time management/organizational skills</li> </ul>
		Identify alternate ways of achieving goals. (B1.10)	-Analyze strategies to achieve goals	- Identify barriers to achieving goals	-Set a goal & analyze outcomes for two different strategies
		Use persistence and perseverance in acquiring knowledge and skills. (B1.11)	-Identify strategies that will help complete a task	<ul style="list-style-type: none"> <li>- Demonstrate an ability to stay with a task until it is finished</li> <li>-Establish action steps and time frames toward achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate an ability to plan, organize, and set priorities</li> <li>-Monitor the effectiveness of planning strategies</li> </ul>
		Develop an action plan to set and achieve realistic goals. (B1.12)	<ul style="list-style-type: none"> <li>-Set a positive academic goal</li> <li>-State learning goals in order to target academic improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Set academic goals, check for progress, and revise when necessary</li> <li>-Establish and accomplish goals in both cooperative and competitive activities</li> </ul>	- Identify outside resources that can help in achieving a goal
C	Acquire personal safety skills (PS-C1)	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact). (C1.1)	-Be able to accurately describe personal information as well as know who would be contacted in case of an emergency	-Be able to accurately describe personal information as well as know who would be contacted in case of an emergency	-Be able to accurately describe personal information as well as know who would be contacted in case of an emergency
		Learn about the relationship between rules, laws, safety, and the protection of rights of the individual. (C1.2)	-Explain why it is important to obey rules & laws	<ul style="list-style-type: none"> <li>-Identify the need for rules at school, at home, and in society</li> <li>-Identify safe alternatives to risky behaviors (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>-Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents</li> <li>-List the potential outcomes of typical risk</li> </ul>

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				riding in a car with a drunk driver, riding a skateboard in a dangerous place, resisting smoking or drugs)	behaviors related to tobacco, alcohol, and other drugs
		Learn about the differences between appropriate and inappropriate physical contact. (C1.3)	-Recognize the importance of setting limits -Demonstrate appropriate physical contact	-Identify strategies for dealing with appropriate and inappropriate physical contact	-Evaluate the impact of considering safety factors on relationships -Analyze strategies for dealing with sexual harassment and an abusive relationship
		Demonstrate the ability to set boundaries, rights, and personal privacy. (C1.4)	-Identify unwelcome teasing or other behaviors that are emotionally sensitive -Demonstrate the ability to set personal boundaries	-Analyze differences in the degree of intimacy that is appropriate in each kind of relationship -Identify safety concerns related to internet/phone usage	- List safety concerns related to internet/phone usage
		Differentiate between situations requiring peer support and situations requiring adult professional help. (C1.5)	-Identify reliable adults from whom you would seek help in various situations -Identify different adults for different situations in which help is needed	-Identify school support personnel and how they assist students -Provide support to others who are experiencing problems -Identify family and friends as sources of support for academic and social decisions -Practice verbal and non-verbal ways to ask for help from trusted adults or friends -Identify feelings of depression, sadness, and hopelessness for which someone should seek help	-Identify resources that facilitate academic success and social functioning -Demonstrate how peers can help one another avoid and cope with potentially dangerous situations
		Identify resource people in the school and community, and know how to seek their help. (C1.6)	-Identify school and community resources that promote student success -Identify and understand the roles of law enforcement and emergency personnel	-Identify community resources that facilitate academic success and social functioning	-Generate a list of community resources that could be used in unsafe/unhealthy situations
		Apply effective problem-solving and decision-making skills to make safe and healthy choices. (C1.7)	-Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity) -Identify the steps of refusing unwanted peer pressure	-Demonstrate an ability to process emotions and solve problems (e.g., overcome negativity and develop a positive attitude) -Practice peer mediation skills -Develop strategies to work things out rather than retaliate when you feel wronged -Demonstrate resisting peer pressure to do something unsafe or potentially dangerous	-Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences -Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences)
		Learn about the emotional and physical dangers of substance abuse and use. (C1.8)	-Identify healthy alternatives to substance abuse - Identify safe alternatives to risky behaviors -Identify external influences on substance abuse	-Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents -Analyze media strategies that lead to substance abuse	-Explain how alcohol, tobacco, and other drugs alter the body and the brain -Analyze the effects of alcohol, tobacco, and other substances on a person's ability to make decisions
		Learn how to cope with peer pressure. (C1.9)	-Demonstrate strategies for resisting negative peer pressure -Ask in a safe and healthy manner when confronted with negative peer pressure during physical activity	-Demonstrate strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances)	- Describe the value of resisting peer pressure that causes social or emotional harm to self or others -Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g., ignoring it, changing the subject, calling attention to negative consequences, suggesting alternatives) -Describe strategies to minimize negative influences on mental and emotional health
		Learn techniques for managing stress and conflict. (C1.10)	-Identify factors that cause stress, both positive and negative -Recognize emotional reactions to stress - Identify personal management skills	-Demonstrate how to use upset feelings to ask for help rather than expressing anger -Demonstrate personal management skills -Compare and contrast positive and negative ways of dealing with stress -Identify feelings of depression, sadness, and hopelessness for which someone should seek health	-Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision-making by a leader, war, court rulings, etc.)
		Learn coping skills for managing life events. (C1.11)	-Identify challenges and obstacles for managing life events -Analyze the relationship between feelings and behavior	-Reflect on everyday problem situations -Develop coping skills to deal with stressors -Practice strategies to reduce stress	-Evaluate how past experiences impact decisions about future relationships -Demonstrate coping skills -Explain the body's physical and psychological responses to stressful situations