

Social Emotional Continuum – Grade 9 through Grade 12

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 is able to:

Standard	Sub-category	Benchmarks	14-16 Years	17-18+ Years
A	Acquire self-knowledge (PS-A1)	Develop positive attitudes toward self as a unique and worthy person. (A1.1)	-Identify things about themselves that they cannot change and devote energy to something they can change	-Identify the skills & credentials required to enter a particular profession and begin to prepare accordingly -Differentiate between concepts of ideal self/public self/ and private self
		Identify values, attitudes, and beliefs. (A1.2)	-Understand the influence of demographics variables such as gender, age, socio-economic status, religion and political upbringing on identity and self-concept -Analyze their own behavior to determine whether or not they are being authentic with their values and beliefs	-Show authenticity in behaviors by acting with a correlation between words and actions (Walk the Talk) -Understand that changing their interpretation of an event can alter how they feel about it -Recognize the impact of defense mechanisms on mental health
		Learn the goal-setting process. (A1.3)	- Recognize a SMART goal -Write personal SMART goal - Understand personal priorities, strengths, and areas in need of improvement	-Implementing SMART goals -Identify the impact of role models on their decisions -Identify areas of personal wellness, and complete an action plan for improvement
		Understand change is a part of growth. (A1.4)	-Describe situations in which help was needed and where it was obtained -Reflect on a time when they overcame an obstacle to accomplish something that was important	-Analyze how others in their lives have helped them resist negative influences
		Identify and express feelings. (A1.5)	-Identify consequences of different ways of communicating ones emotions -Ask for help when upset rather than expressing anger -Display empathy toward the feelings of others during physical activities	-Recognize emotions as indicators of situations in need of attention. -Identify more complex emotions -Understand that social, political, and cultural influences impact feelings -Independently use appropriate communication tools to express feelings -Analyze the causes, symptoms, and effects of depression and anxiety
		Distinguish between appropriate and inappropriate behavior. (A1.6)	-Describe socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.) -Describe occasions where they have learned that their behavior in a certain setting was not appropriate and took steps to correct it -Distinguish between unsafe behaviors -Acknowledge the performance of others, regardless of the outcome	-Demonstrate an ongoing effort to avoid or correct behavioral choices that are not acceptable, appropriate, or safe -Demonstrate knowledge of workplace expectations -Demonstrate appropriate audience and participant behavior during class performances -Evaluate the role of cooperation and positive interactions with others when participating in physical activity in a variety of settings -Influence positively the behavior of others in physical activity settings
		Recognize personal boundaries, rights, and privacy needs. (A1.7)	-Understand personal limitations by being able to describe situations where someone had crossed their boundary or that they could not cope -Describe common boundary or privacy issues that affect others -State their own guidelines for how much and what types of information they will share digitally or online	-Describe how to approach situations where someone had crossed boundaries or where they could not cope -Reflect on situations where they have been aware of other's boundaries or privacy being violated -Analyze situations in terms of right and wrong and what could or should have been to prevent or correct such situations -Recognize the importance of setting limits for themselves and others - Independently implement personal limits -Activate and implement personal online limitations
		Understand the need for self-control and how to practice it. (A1.8)	-Demonstrate ability to implement personal stress management techniques -Understand common time and work management techniques -Demonstrate an ability to implement and identify anger management techniques	- Use of self-management techniques continuously to reduce stress, control anger, and/or manage anxiety -Demonstrate the use of time and work management techniques
		Demonstrate cooperative behavior in groups. (A1.9)	- Work cooperatively in small classroom groups -Understand the differing roles of being a team player and assuming a leadership role -Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles -Implement cooperative learning strategies to achieve group goals -Identify contributions of members of a group or team, and	-Work cooperatively with other students to address needs in the broader community -Demonstrate an ability both to assume leadership and be a team player in groups inside and outside of the classroom setting -Identify and utilize the potential strengths of each individual within a group setting -Abide by the decisions of officials, accept the outcome of the game, and show appreciation towards participants -Compare and contrast different leadership skills required in a variety of physical activities such as outdoor education and adventure activities, and weight training

			reward members for accomplishing a task or goal -Engage in physical activity with others	
		Identify personal strengths and assets. (A1.10)	-Recognize personal learning styles/intelligence and find ways to employ those styles -Explore possible career and volunteer opportunities based on identified interests and strengths	-Identify the skill and credentials required to enter a particular profession and begin to prepare accordingly -Demonstrate the ability to advocate for self in a variety of settings including school, work and home
		Identify and discuss changing personal and social roles. (A1.11)	- Analyze how media messages normalize violence	-Analyze how your views of themselves and others have changed over time based on experiences with other people with different views (Based on your current understanding of yourself in the context of your own gender, age, socio-economic status, religion and political upbringing and other variables)
		Identify and recognize changing family roles. (A1.12)	-Understand changes that occur in families as teenagers enter their teens	-Identify times when they have defied parents or wished to challenge them -Understand situations from both personal and parental points of view -Describe personal plans for life as an adult and explain how it will be different from current life at home with parents
Acquire interpersonal skills (PS-A2)		Recognize that everyone has rights and responsibilities. (A2.1)	-Analyze the effect of taking or not taking responsibility can have on themselves or others -Demonstrate an ability to take responsibility for their choices -Identify responsibilities of citizenship -Identify right's violations	-Interview an adult whom they admire and find out how that person feels about their responsibilities and success -Utilize personal self management strategies to take care of responsibilities -Demonstrate effective & respectful advocacy strategies in support of the needs & rights of others
		Respect alternative points of view. (A2.2)	-Defend a position on an issue or public event in a simulated environment -Identify varying attitudes and feelings about current issues -Analyze why both parties in a conflict act as they do	-Analyze the causes and impact of peoples varying attitudes and feelings about current issues -Analyze the factors that influenced personal perspective on an issue
		Recognize, accept, respect, and appreciate individual differences. (A2.3)	-Analyze similarities between their own and another's perspective -Discuss stereotyping and it's negative effects for both the victim and the perpetrator -Identify & discuss prejudice, discrimination, bias, racism, sexism, & hate crimes -Demonstrate tolerance for individual differences -Can identify why bystander behavior contributes to bullying	-Demonstrate an understanding of those whom have different opinions -Demonstrate empathy with others in a variety of situations -Analyze the consequences of prejudice, discrimination, bias, racism, sexism, & hate crimes -Take action in bullying situations
		Recognize, accept, and appreciate ethnic and cultural diversity. (A2.4)	-Describe how various organizations contribute to the well-being of a community -Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students -Demonstrate support & respect for diversity -Participate with others in all types of physical activity, regardless of their race or ethnicity, gender, or culture	-Analyze perception of cultural variation in light of experiences with various cultural groups -Challenge the messages that marketing and media use to shape how social and cultural groups perceive themselves -Evaluate how getting to know and work with others from various social and cultural groups can change perceptions of these groups -Practice opposing intolerance and stereotyping
		Recognize and respect differences in various family configurations. (A2.5)	-Identify differences in the degree of the intimacy that is appropriate in each kind of relationship -Identify differences in resolving conflicts in different types of relationships	-Analyze differences in the degree of the intimacy that is appropriate in each kind of relationship -Analyze differences in resolving conflicts in different types of relationships
		Use effective communication skills. (A2.6)	-Demonstrate ways to assert needs and viewpoints in a respectful manner -Understand and be able to communicate across different settings	-Recognize ways to share and reciprocate ideas -Communicate thoughts, ideas and feelings effectively in a clear, concise, direct manner in a variety of settings -Be appreciative of diversity by teaching tolerance -Demonstrate understanding by asking questions, restating, and by saying thank-you -Engage in cooperative learning, model learned skills, respecting other's ideas
		Know that communication involves speaking, listening, and nonverbal behavior. (A2.7)	-Use appropriate non-verbal cues to communicate understanding of another's perspective Analyze differences in the distribution of power in various relationships and how this affects communication styles -Demonstrate strategies for collaborating with peers, adults, and others in the community -Differentiate passive, assertive, and aggressive responses -Make eye contact - Use enthusiastic tone of voice -Demonstrate modesty by being appreciative	-Differentiate between factual and emotional content of what a person says. -Use appropriate non-verbal cues to communicate understanding of another's perspective (facial expressions, hand gestures, tone of voice, body proximity, nonverbal cues such as head nods, etc., volume of voice) -Accept consequences (reading body language, organizing information)
			Learn how to make and keep friends. (A2.8)	-Practice strategies for maintaining positive relationships -Identify and accept reasons why friendships might change

			<ul style="list-style-type: none"> -List qualities that contribute to friendships -Explain the risks associated with choosing friends who use substances and violence to solve problems 	<ul style="list-style-type: none"> -Analyze impact of friendships on personal well being -Manage conflicting relationships
B Self-knowledge application (PS-B1)	Use a decision-making and problem-solving model. (B1.1)	<ul style="list-style-type: none"> -Define a problem they currently have and identify solution to that problem -Analyze the positive and negatives to the various courses of action -Select the best solution and implement an action plan to achieve it -Analyze the effectiveness of the solution after it has been implemented 	<ul style="list-style-type: none"> -Demonstrate effective and repeated use of problem-solving approaches -Analyze a reoccurring problem, self reflect, make changes -Independently foresee, avoid, and solve problems 	
	Understand consequences of decisions and choices. (B1.2)	<ul style="list-style-type: none"> -Judge the seriousness of unethical behavior (example cheating, lying, stealing, and plagiarism) 	<ul style="list-style-type: none"> -Evaluate how decisions they have made in the areas of peer choices, extracurricular activities, class choices, study habits have affected their academic success and personal happiness -Analyze global decision making and how choices a nation's government makes has implications and effects on other countries in the world 	
	Identify alternate solutions to a problem. (B1.3)	<ul style="list-style-type: none"> -Analyze the causes of problems at local and national levels -Discuss solutions to problems at the local and national level 	<ul style="list-style-type: none"> -Analyze the causes of global problems -Identify solutions to global problems 	
	Develop effective coping skills for dealing with problems. (B1.4)	<ul style="list-style-type: none"> -Address inter -personal differences in a positive manner -Identify healthy defense mechanisms -Identify unhealthy defense mechanisms -Implement assertive communication to manage stress -Implement stress management techniques 	<ul style="list-style-type: none"> -Recognize the impact of unhealthy defense mechanisms on mental health. -Implement healthy defense mechanisms 	
	Demonstrate when, where, and how to seek help for solving problems and making decisions. (B1.5)	<ul style="list-style-type: none"> -Identify community and school resources that facilitate academic success and social functioning -Analyze the effects of giving and receiving help 	<ul style="list-style-type: none"> -Demonstrate how to communicate the importance of seeking help for mental/emotional problems -Recommend ways for students to have a voice in establishing and enforcing school rules -Examine family and friends as sources of support for academic and social decisions -Use community and school resources in making academic and social decisions 	
	Know how to apply conflict resolution skills. (B1.6)	<ul style="list-style-type: none"> -Explain the concept of a win-win resolution to conflict -Analyze why both parties in a conflict feel as they do -Use verbal/nonverbal strategies to resolve group conflict -Demonstrate ability to take perspective of others in a conflict -Demonstrate effective strategies for resolving conflicts with another person in nonviolent ways 	<ul style="list-style-type: none"> -Apply conflict resolution skills to deescalate, diffuse, and/or resolve differences in a non violent manner -Analyze how conflict can escalate into violence -Demonstrate strategies that could be used to prevent a conflict from starting or escalating 	
	Demonstrate a respect and appreciation for individual and cultural differences. (B1.7)	<ul style="list-style-type: none"> -Analyze the consequences of ignoring the rights of others -Analyze why student who are different may be teased or bullied 	<ul style="list-style-type: none"> -Discuss stereotyping and its negative effects -Analyze how various social and cultural groups are portrayed in the media -Analyze how exposure to cultural diversity might either enhance or challenge beliefs -Evaluate efforts to promote increased understanding among groups 	
	Know when peer pressure is influencing a decision. (B1.8)	<ul style="list-style-type: none"> -Work towards being a positive peer influence -Differentiate among passive, assertive, and aggressive responses to peer pressure -Identify how media influences consumer choices 	<ul style="list-style-type: none"> -Implement assertive responses to peer pressure -Advocate for positive and respectful school environment that supports pro social behavior -Analyze how media influences consumer choices 	
	Identify long- and short-term goals. (B1.9)	<ul style="list-style-type: none"> -Identify possible long term goals in academic and personal areas -Identify short term objectives that support long term goals 	<ul style="list-style-type: none"> -Making progress towards academic and career goals -Predict how a drug free lifestyle supports the achievement of short & long term goals -Analyze why setting a personal goal contributes to mental & emotional wellness 	
	Identify alternate ways of achieving goals. (B1.10)	<ul style="list-style-type: none"> -Anticipate barriers to achieving goals and make contingency plans for overcoming them 	<ul style="list-style-type: none"> -Examine the relationship between academic courses and career goals -Analyze family and friends as sources of support for academic and social decisions 	
	Use persistence and perseverance in acquiring knowledge and skills. (B1.11)	<ul style="list-style-type: none"> -Analyze obstacles that interfere with acquiring knowledge, skills, or goals -Understand how self advocacy positive-self talk, and other strategies to increase perseverance and persistence 	<ul style="list-style-type: none"> -Analyze how academic achievement can contribute to achievement of a long-term goal -Achieve goals through utilizing self advocacy skills -Demonstrate persistence and perseverance in gaining skills and knowledge to use in vocational and academic settings 	
	Develop an action plan to set and achieve realistic goals. (B1.12)	<ul style="list-style-type: none"> -Monitor progress toward achieving goal, and make adjustments in their plan as needed -Utilize people who can help achieve goals and ask for help when needed -Make effective use of outside supports 	<ul style="list-style-type: none"> -Set post secondary goal with action steps, time frames and criteria for evaluating achievement -Demonstrate an understanding that goal setting promotes life long success 	
C Acquire personal safety skills (PS-C1)	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact. (C1.1)	<ul style="list-style-type: none"> -Demonstrate knowledge of personal information as well as know who would be contacted and by what means in case of emergency 	<ul style="list-style-type: none"> -Demonstrate knowledge of personal information as well as know who would be contacted and by what means in case of emergency 	
	Learn about the relationship between rules, laws, safety, and the protection of rights of the individual. (C1.2)	<ul style="list-style-type: none"> -Describe the difference between a school or parental rule and a law -Understand at least 4 laws that affect your personal safety -Determine situations & environments that could lead to unsafe risks -Discuss different types of violence such as bullying, verbal abuse, hazing, physical assault & fighting, dating violence, acquaintance rape, sexual assault, & family violence 	<ul style="list-style-type: none"> -Discuss the purpose and benefits of school and community safety rules and laws -Advocate for changes at home, in school, or in the community that would increase safety -Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault & fighting, dating violence, acquaintance rape, sexual assault, & family violence 	

Learn about the differences between appropriate and inappropriate physical contact. (C1.3)	<ul style="list-style-type: none"> -Understand the potential consequences of violating rules and laws in these areas -Understand potential consequences of violating rules, laws, and guidelines regarding inappropriate physical contact 	<ul style="list-style-type: none"> -State school and local rules and laws regarding physical contact of someone their age -Analyze potential consequences regarding intimacy and physical -Analyze how rules, laws, and guidelines around inappropriate physical contact keep ourselves and others safe
Demonstrate the ability to set boundaries, rights, and personal privacy. (C1.4)	<ul style="list-style-type: none"> -Identify solutions for situations where someone had crossed a personal boundary -Describe common boundary or privacy issues that affect others -Analyze potential risks to privacy by sharing digital information with friends or on the internet in general 	<ul style="list-style-type: none"> -Effectively handle situations where someone has crossed boundaries -Advocate for other's when boundaries or privacy are being violated -Recognize the importance of setting limits for themselves and others -State guidelines for how much and what types of personal information shared digitally or online
Differentiate between situations requiring peer support and situations requiring adult professional help. (C1.5)	<ul style="list-style-type: none"> -Know what to do when a peer is feeling suicidal or engaging in dangerous activities that could cause serious harm -Support in accessing resources that facilitate academic success and emotional functioning 	<ul style="list-style-type: none"> -Proactively support peers that are feeling suicidal or engaging in dangerous activities that could cause serious harm
Identify resource people in the school and community, and know how to seek their help. (C1.6)	<ul style="list-style-type: none"> -Generate a list of adults who can provide help and guidance for different problems and crisis situations -Understand why it's important to tell an adult if there are people who are in danger of harming self or others -Understand who can provide help and guidance 	<ul style="list-style-type: none"> -Seek appropriate adult help and guidance or emergency crisis help for different problem and crisis situations
Apply effective problem-solving and decision-making skills to make safe and healthy choices. (C1.7)	<ul style="list-style-type: none"> -Identify what safe and healthy choices they are currently making and those that they wish to make -Identify a negative choice -Weigh the positives and negatives to decisions -Get appropriate support in making good choices -Understand when you are not making a healthy or safe choice and know the steps required to correct this choice -Understand the steps required to correct an unhealthy or unsafe choice 	<ul style="list-style-type: none"> -Make safe and healthy choices consistently
Learn about the emotional and physical dangers of substance abuse and use. (C1.8)	<ul style="list-style-type: none"> -Analyze the relationship between using alcohol & other drugs as well as other health risks -Understand how a drug-free lifestyle supports the achievement of short- and long-term goals 	<ul style="list-style-type: none"> -Analyze negative effects and potential dangers of drug and alcohol use on self or others -Assess personal risk level for becoming involved with substance misuse. -Predict the potential effect of an individual's substance abuse on others -Advocate for others to not use alcohol or other drugs
Learn how to cope with peer pressure. (C1.9)	<ul style="list-style-type: none"> -Understand those situations in which it is hard to say no or not go along with peer requests -Analyze why not complying with peer pressure is difficult in certain situations -Generate a list of appropriate responses to challenging situations -Demonstrate verbal & nonverbal ways to refuse peer pressure to engage in unsafe situations -Analyze why it is harder to refuse peer pressure to engage in unsafe situations 	<ul style="list-style-type: none"> -Make independent, self guided decisions that support safe and appropriate choices -Be a positive peer influence -Advocate for and support others in making independent, self-guided decisions that support safe and appropriate choices
Learn techniques for managing stress and conflict. (C1.10)	<ul style="list-style-type: none"> -Identify personal stress management skills -Demonstrate the use of self-management techniques to reduce stress, control anger, or manage anxiety 	<ul style="list-style-type: none"> -Demonstrate consistent and independent use of self-management techniques to reduce stress, control anger, or manage anxiety -Support others in their use of anxiety and anger management techniques
Learn coping skills for managing life events. (C1.11)	<ul style="list-style-type: none"> -Identify strategies needed to cope with life changing events -Identify strategies to help support peer cope with life changing events 	<ul style="list-style-type: none"> -List & plan for upcoming life changing events -Help support peers through life changing events