

Social, Emotional, Character Development Standards

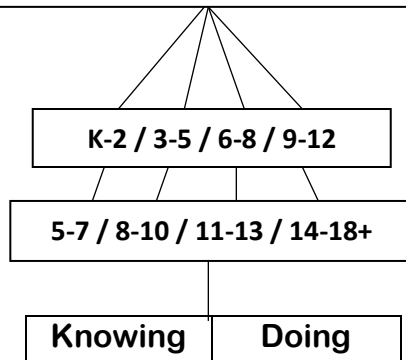
Personal Development

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one’s responses. Personal thoughts, feelings and mindsets impact management of experiences and determine behavior outcomes.

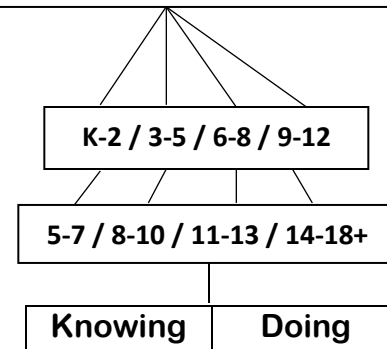
Self-Awareness

- D. Understand and analyze thoughts, mindsets and emotions
- E. Identify and assess personal qualities and external supports



Self-Management

- C. Understand and practice strategies for managing thoughts and behaviors, such as resiliency
- D. Reflect on perspectives and emotional responses
- E. Set, monitor, adapt and evaluate goals to achieve in school and life



Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings, and mindsets impact management of experiences and determine behavior outcomes.*

I. Self-Awareness: Understanding and expressing personal thoughts, mindsets, and emotions in constructive ways.

Students will:

- A. Understand and analyze thoughts, mindsets, and emotions.
- B. Identify and assess personal qualities and external supports

II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors, such as resiliency.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve in school and life.

Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.

A. Understand and analyze thoughts, mindsets, and emotions.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify and describe basic emotions. 2. Identify a variety of emotions. 3. Identify situations within my control that might evoke emotional responses. 4. Identify my emotional responses to situations outside of my control.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Critically reflect on behavioral responses depending on context or situation. 2. Identify the varying degrees of emotions one can experience in different situations. 3. Identify the positives and negatives of emotions that can be experienced with various communication forums. 4. Recognize reactions to emotions.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Describe common emotions and effective behavioral responses. 2. Recognize common stressors and the degree of emotion experienced. 3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze complex emotions. 2. Evaluate degree of personal emotion from common experiences. 3. Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating). 4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors). 5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.
------------------	---

B. Identify and assess personal qualities and external supports.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify personal likes and dislikes. 2. Identify personal strengths and weaknesses. 3. Identify consequences of behavior. 4. Ask clarifying questions. 5. Identify positive responses to problems (for example, get help, try harder, use a different solution) 6. Identify people, places and other resources to go for help (parents, relatives, school personnel).
3-5 (8-10)	<ol style="list-style-type: none"> 1. Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities). 2. Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity). 3. Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring). 4. Solicit the feedback of others and become an active listener. 5. Identify additional external supports (for example, friends, historical figures, media representations).
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities. 2. Inventory personal preferences. 3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity). 4. Describe benefits of reflecting on personal thoughts, feelings, and actions. 5. Identify self-enhancement/self-preservation strategies. 6. Identify common resources and role models for problem solving. 7. Recognize how behavioral choices impact success. 8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate the effects of various personal qualities (for example, honesty and integrity). 2. Analyze reflection and self-enhancement/self-preservation strategies. 3. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models). 4. Evaluate how behavior choices can affect goal success. 5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing and regulating thoughts and behaviors.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Identify and demonstrate techniques to manage common stress and emotions. 2. Identify and describe how feelings relate to thoughts and behaviors. 3. Describe and practice sending effective verbal and non-verbal messages. 4. Recognize behavior choices in response to situations. 5. Identify healthy personal hygiene habits.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Identify and develop techniques to manage emotions. 2. Distinguish between facts and opinions. 3. Describe cause/effect relationships. 4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence) 5. Describe consequences/outcomes of both honesty and dishonesty. 6. Describe and practice communication components (for example, listening, reflecting, and responding). 7. Predict possible outcomes to behavioral choices. 8. Develop and practice responsibility for personal hygiene.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Identify multiple techniques to manage stress and maintain confidence. 2. Distinguish between facts and opinions, as well as logical and emotional appeals. 3. Recognize effective behavioral responses to strongly emotional situations. 4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual). 5. Recognize cause/effect relationships. 6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization. 7. Practice effective communication (for example, listening, reflecting and responding). 8. Recognizing the impact of personal care.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. 2. Analyze accuracy of facts/information/interpretation. 3. Evaluate quality of support for opinions. 4. Evaluate logical and emotional appeals. 5. Analyze cause/effect relationships. 6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization. 7. Apply effective listening skills in a variety of setting and situations. 8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, and receiver problems).

B. Reflect on perspectives and emotional responses.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Describe personal responsibilities to self and others. 2. Describe responsibilities in school, home, and communities. 3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment). 4. Describe common responses to success, challenge, failure, and disappointment.
3-5 (8-10)	<ol style="list-style-type: none"> 1. Acknowledge personal responsibilities to self and others. 2. Recognize and demonstrate environmental responsibilities. 3. Examine the personal impact of helping others. 4. Reflect on your personal responses to success, challenge, failure, and disappointment. 5. Understand causes and effects of impulsive behavior.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). 2. Practice environmental responsibilities. 3. Practice and reflect on democratic responsibilities. 4. Describe positive and negative experiences that shape personal perspectives. 5. Demonstrate empathy in a variety of settings and situations. 6. Evaluate causes and effects of impulsive behavior.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Analyze personal responsibilities. 2. Practice environmental responsibility. 3. Analyze consequence of ignoring environmental responsibilities. 4. Analyze civil/democratic responsibilities. 5. Analyze experiences that shape their perspectives. 6. Demonstrate empathy in a variety of settings, contexts and situations. 7. Predict the potential outcome of impulsive behavior.

C. Set, monitor, adapt, and evaluate personal goals to achieve in school and life.

K-2 (5-7)	<ol style="list-style-type: none"> 1. Understand the process of setting and achieving goals. 2. Identify personal goals, school goals, and home goals (for example, hopes and dreams). 3. Identify factors that lead to goal achievement and success. 4. Identify specific steps for achieving a particular goal.
--------------	---

3-5 (8-10)	<ol style="list-style-type: none"> 1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work). 2. Design action plans for achieving short-term and long-term goals and establish timelines. 3. Identify and utilize potential resources for achieving goals (for example, home, school, and community support). 4. Establish criteria for evaluating, monitoring and adjusting goals. 5. Establish criteria for evaluating personal and academic success.
6-8 (11-13)	<ol style="list-style-type: none"> 1. Analyze factors that lead to the achievement of goals. 2. Describe the effect personal habits have on school and personal goals. 3. Identify factors that may negatively affect personal success. 4. Describe common and creative strategies for overcoming or mitigating obstacles. 5. Explain the role of meaningful practice in skill development. 6. Design action plans for achieving short-term and long-term goals. 7. Utilize school, family, community, and other external supports. 8. Establish criteria for evaluating goals.
9-12 (14-18+)	<ol style="list-style-type: none"> 1. Evaluate factors that lead to the achievement of goals. 2. Analyze the effect personal habits have on goals. 3. Reflect on the personal and social results based goal outcome. 4. Analyze and activate strategies used previously to overcome obstacles. 5. Analyze factors that may have negatively affected personal success. 6. Determine the role or meaningful practice in skill development and goal attainment.