Tennessee Social and Personal Competencies

Grades 9-12

Self-awareness 1

A Demonstrate an awareness of his/her emotions. 1A

1. Identifies personal emotions as valid, regardless of how others expect them to feel 1A.1
2. Describes the external event or thought that elicited an emotion 1A.2
3. Recognizes how positive and negative expressions of emotions affect others 1A.3
4. Acknowledges an emotion and determines the appropriate time and place to safely process it 1A.4
5. Understands the effect of self-talk on emotions 1A.5

B Demonstrate an awareness of their personal qualities and interests. 1B

1. Accepts likes, dislikes, and personal preferences of others 1B.1
2. Uses personal qualities and interests to make decisions regarding postsecondary goals 1B.2
3. Utilizes interests in planning and decision making 1B.3
4. Recognizes the importance of personal qualities and interests in decision-making 1B.4

C Demonstrate an awareness of their strengths and limitations. 1C

1. Is realistic about strengths and limitations related to postsecondary goals 1C.1
2. Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly 1C.2
3. Demonstrates confidence based on an accurate self-assessment of strengths 1C.3

D Demonstrate a sense of personal responsibility and advocacy. 1D

1. Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others 1D.1
2. Describes how taking personal responsibility is linked to being accountable for behavior 1D.2
3. Demonstrates an ability to take responsibility for one's choices 1D.3
4. Analyzes the level of control one has over situations in life 1D.4
5. Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community 1D.5

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E Identify external and community resources and supports. 1E

1 Identifies school support personnel and adult role models and knows when and how to use them 1E.1

2 Identifies organizations in the community that provide opportunities to develop their interests or talents 1E.2

3 Assembles/creates constructive support systems that contribute to school and life success 1E.3

Self-management 2

A Understand and use strategies for managing their emotions and behaviors constructively. 2A

1 Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism 2A.1

2 Evaluates how thoughts and emotions affect decision making and responsible behavior 2A.2

3 Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors 2A.3

4 Recognizes and evaluates how expressing one's emotions might affect or influence others 2A.4

5 Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress 2A.5

B Set, monitor, adapt, and evaluate their goals to achieve success in school and life. 2B

1 Identifies academic goals and self-monitoring strategies 2B.1

2 Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement 2B.2

3 Demonstrates an understanding that goal setting supports life-long success 2B.3

4 Sets, monitors, adapts, and evaluates goals to achieve success in school and life 2B.4

5 Identifies outside resources that can help in achieving one's goal 2B.5

6 Incorporates personal management skills (i.e., time management, organization skills) on a daily basis 2B.6

Social Awareness 3

A Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues. 3A

1 Considers the feelings of others 3A.1

2 Identifies verbal, environmental, or situational cues that demonstrate how others feel 3A.2

3 Values and learns from the perspectives of others 3A.3

` Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends) 3A.4

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B Exhibit civic responsibility in multiple settings. 3B

1. Works cooperatively with others to implement a strategy to address a need in the broader community 3B.1
2. Participates in activities that show they are agents for positive change within their community 3B.2
3. Evaluates the impact of a school, home, or community initiative for change 3B.3

C Show an understanding and appreciation for individual worth and differences. 3C

1. Demonstrates respect for individuals 3C.1
2. Participates in cultural activities and reflect on his/her experience 3C.2
3. Reflects on strategies to oppose stereotyping and prejudice of others 3C.3
4. Demonstrates respect to traditions and/or practices 3C.4

Relationship Skills 4

A Use positive communication and social skills to interact effectively with others. 4A

1. Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward 4A.1
2. Offers and accepts constructive feedback in order to help others and improve self 4A.2
3. Strives to maintain an objective, nonjudgmental tone during disagreements 4A.3
4. Uses assertive communication to have needs met without negatively impacting others 4A.4
5. Empowers, encourages, and affirms themselves and others through their interactions 4A.5
6. Practices strategies to use appropriately and constructively in social and other media 4A.6

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B **Develop and maintain positive relationships.** 4B

1. Practices strategies for maintaining positive relationships such as: 4B.1
    1. pursuing shared interests and activities, 4B.1.1
    2. spending time together, 4B.1.2
    3. giving and receiving help, and 4B.1.3
    4. practicing forgiveness 4B.1.4
2. Defines social media and social networking and describes its impact on one's life, reputation, and relationships 4B.2
3. Actively participates in a healthy support network of valued relationships 4B.3
4. Independently seeks out mentors who support personal development and 4B.4
5. future goals 4B.5
6. Develops understanding of relationships within the context of networking for college and career interests 4B.6

C **Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.** 4C

1. Uses listening and speaking skills that help in preventing and resolving conflicts 4C.1
2. Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety 4C.2
3. Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations 4C.3
4. Demonstrates an ability to co-exist in civility in the face of unresolved conflict 4C.4
5. Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts 4C.5
6. Develops understanding of relationships within the context of networking for college and career interests 4C.6

Responsible Decision-making 5

A **Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.** 5A

1. Demonstrates the ability to consider personal factors during the decision-making process 5A.1
2. Reflects on lessons learned from experiences 5A.2
3. Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making 5A.3

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)evelop, implement, and model effective decision-making skills to deal esponsibility with academic and social situations. 5B

1. Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices 5B.1
2. Considers ethical, safety, and societal factors and consequences when making decisions 5B.2
3. Understands how decision made now can impact long- and short-term goals 5B.3
4. Considers feedback from others on decision-making process and incorporates if applicable 5B.4
5. Evaluates decisions and processes and modifies if necessary 5B.5