



STANDARDS ALIGNMENT

The Choose Love For Schools program not only meets, but exceeds, CASEL standards!

The Choose Love for Schools program is aligned with the following standards:

- Character and Social Emotional Development Model Standards
- American School Counselor Association
- CASEL

The Choose Love for Schools program is the FIRST program to align with the Character and Social Emotional Development Model Standards. These standards go beyond the SEL standards (Self Management, Self Awareness, Social Awareness, Interpersonal/Relationships Skills and Decision Making) to include character development standards as well (see heart image above)! These competencies are not only helpful in developing well-rounded children and school success, but they are the same competencies used to develop the leadership potential in people in business and government.

Character Development includes:

- Moral Character
- Performance Character
- Intellectual Character
- Civic Character.

Social-Emotional Development includes:

- Self-Awareness,
- Self-Management,
- Social Awareness,
- Interpersonal/Relationship Skills

- Decision Making

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A. Know, understand and practice the character strengths of self-discipline, responsibility, goal setting and grit

- 1 - Explain a personal commitment you have made to improve your self- discipline (e.g., planning and managing your time. Orderliness, being kind, etc.)
- 3 - Explain a time when you took responsibility for your mistakes
- 4 - Explain a time when you took responsibility for your words and actions
- 5 - Explain why goal-setting is a character strength
- 6 - Describe a role model who demonstrates a positive attitude, effort and grit

B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting and grit

- 1 - Give examples from your own life to exemplify the expression “first we form habits, then our habits form us”
- 2 - Present evidence to explain how other people depend on you to be responsible (at home, in school, among friends, sports or clubs)
- 4 - Explain a time when you did not take responsibility for your mistakes
- 5 - Explain a time when you did not take responsibility for your words and actions
- 6 - Present evidence to demonstrate your grit

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A. Know, understand and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking

- 1- Assess and recognize his or her own intellectual character strengths and weaknesses
- 2- Identify individuals, fictional or real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner
- 3- Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support

- B. **Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking**
 - 4 - Compare and contrast perspectives and defend a position

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- A. **Recognize, understand and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thought and actions.**
 1. Describe how different thoughts, situations and behaviors affect your feelings and emotions.
 2. Recognize your “stress moments
And why you feel anxious in these situations
 3. Recognize the different physical cues that emerge during your reaction to negative emotions and stress (e.g., fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating)
 4. Describe the techniques you use to challenge or refute your negative thoughts and feelings
 5. Recognize the times when you exaggerate the severity of consequences of mistakes, embarrassing moments, failures, rejections and other negative events (e.g., I can never face them again.” “Everyone thinks I am stupid.”)
 6. List and explain different external supports you have used when feeling stressed or anxious (e.g. family, friends, teachers, neighbors).
 7. Recognize situations that impair your judgement, make you unhappy, or lead you to engage in self-defeating, unhealthy, unethical or illegal conduct.
 8. Explain how your personal strengths help you learn about yourself.

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- A. **Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations.**
 1. Present evidence on the most effective ways people maintain confidence by managing their emotions, stress, and negative thoughts,

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4. Present evidence on the ways in which social media can negatively impact a person's confidence and well-being

6. Explain a time when you encouraged someone to change their "fixed" mindset to a "growth" mindset

Social Awareness: Grades 6-8, Ages 11-13

A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity.

1. Experience and demonstrate empathy.
2. Explain a time when you were able to console, comfort, calm, support, encourage someone
3. Demonstrate respect for other people's opinions and perspectives

5. Practice "perspective taking" as a strategy to strengthen your acceptance of others

6. Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants.

Relationships and Skills: Grades 6-8, Ages 11-13

A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure.

1. Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others.

5. Understand and practice positive collaboration and cooperation skills
6. Take a proactive role to resolve conflict between friends or group members
7. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior

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A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respects for self and others, and the likely consequences of your actions.

3. Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience.
4. Describe a time when you made a poor decision and what you learned
5. Identify and explain how responsible and ethical decisions-making affects your short-term and long term goals.

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- Understand and explain why it's important to do the right thing, even when no one is looking
- List and explain the reasons why people sometimes lie, steal, or cheat (e.g., "everybody is doing it")

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- Understand and explain why the expression “to get along, go along” may prevent some people from being an “active bystander”
- Write about a time when you did the right thing, even when no one was looking (i.e., a time when you chose “the harder right over the easier wrong”)
- Provide an example of a time when you demonstrated the courage of an active bystander
- Provide an example when you helped others who needed your support and care

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- Explain a time when you took responsibility for your mistakes
- Explain a time when you took responsibility for your words and actions
- Explain why goal setting is a character strength
- Describe a role model who demonstrates a positive attitude, effort, and grit
- Present evidence to explain how other people depend on you to be responsible (at home, in school, among friends, sports or clubs)
- Provide evidence that you have integrated the five steps to a personal goal (specific, challenging, self-commit, create daily reminders, seek feedback and support)
- Present evidence to demonstrate your grit

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- Assess and recognize his or her own intellectual character strengths and weaknesses
- Identify individuals, fiction and real, past and present, who exemplify the different intellectual character strengths in a concrete and compelling manner.
- Recognize and understand why the intellectual character strengths are not innate (something you are born with) but can be developed with practice and support
- Explain what it means to demonstrate open-minded thinking
- Understand what it means to be an “active listener” (e.g., intellectual humility)
- Present evidence to demonstrate how he or she has strengthened and improved one intellectual character strength through intentional effort and practice.

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- Share a time when you spoke up or took action to prevent friends from engaging in disrespectful, dangerous, harmful, or illegal conduct
- Share a time when you spoke up or took action to encourage friends to be respectful
- Create a portfolio of volunteer activities that includes what you learned from your service opportunities

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- Describe how different thoughts, situations, and behaviors affect your feelings and emotions
- Recognize your “stress moments” and why you feel anxious in these situations
- Recognize the different physical cues that emerge during your reaction to negative emotions and stress (e.g., fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating)
- Describe the techniques you use to challenge or refute your negative thoughts and feelings
- Recognize the times when you exaggerate the severity or consequences of mistakes, embarrassing moments, failures, rejections and other negative events (e.g., “I can never face them again.” “Everyone thinks I’m stupid.”)
- List and explain the different external supports you have used when feeling stressed or anxious (e.g., family, friends, teachers, neighbors)
- Recognize situations that impair your judgment, make you unhappy, or lead you to engage in self-defeating, unhealthy, unethical or illegal conduct
- Explain how your personal strengths help you learn about yourself (e.g., socially, emotionally)

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- Explain one technique you use to stay confident in stressful or challenging situations (e.g. positive self-talk)
- Recognize how social media affects your thoughts, emotions, and behaviors

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- Explain how you practice “self-care” (e.g., meditation, listening to music, hobby)
- Explain a time when you overcame a negative thought and developed a “growth mindset”

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- Experience and demonstrate empathy
- Explain a time when you were able to console, comfort, calm, support and encourage someone
- Demonstrate respect for other people’s opinions and perspectives
- Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community and beyond)
- Practice “perspective taking” as a strategy to strengthen your acceptance of others
- Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants

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- Recognize and monitor how your facial expressions, body language, and tone impact your interactions with others
- Recognize barriers to effective listening (e.g., environmental distractions, message problems, sender or receiver problems)
- Understand and practice positive collaboration and cooperation skills (e.g., teamwork)
- Take a proactive role to resolve conflict between friends or group members (e.g., stay calm, listen to all sides, be open to different solutions)
- Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior
- Respond in a healthy manner to peer-pressure against yourself or others

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- Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience
- Describe a time when you made a poor decision and what you learned

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- Identify and explain how responsible and ethical decision-making affects your short-term and long-term goals

The 7th grade Choose Love Enrichment Program meets the following American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success:

MINDSETS

- **Mindset 1:** Belief in development of whole self, including a healthy balance of mental, social/ emotional, and physical well-being
- **Mindset 2:** Self-confidence in ability to succeed
- **Mindset 3:** Sense of belonging in the school environment
- **Mindset 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- **Mindset 6:** Positive attitude toward work and learning

BEHAVIOR STANDARDS

Learning Strategies:

- **Learning Strategies 1:** Demonstrate critical-thinking skills to make informed decisions
- **Learning Strategies 2:** Demonstrate creativity
- **Learning Strategies 4:** Apply self-motivation and self-direction to learning
- **Learning Strategies 5:** Apply media and technology skills
- **Learning Strategies 6:** Identify long- and short-term academic, career, and social/emotional goals

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