

HOS Scope and Sequence

From Duckworth at <https://sites.sas.upenn.edu/duckworth/pages/research>

“**Grit** is the tendency to sustain interest in and effort toward very long-term goals. **Self-control** refers to the voluntary regulation of behavioral, emotional, and attentional impulses. Individual differences in grit and self-control are correlated (r about .6), and both contribute to the pursuit of valued long-term aims. But there is an important difference. As Galton speculated in his pioneering treatise on the determinants of eminent achievement, the distinction has chiefly to do with timescale: Grit equips individuals to pursue especially challenging aims over years and even decades. Self-control, in contrast, operates at a more molecular timescale, in the battle against what Galton called the hourly temptations.”

Duckworth 8-item Grit self-assessment (assessed w/ 5-pt Likert)	Duckworth Domain-Specific Impulsivity Scale (assessed w/ 5-pt Likert)
1. <i>New ideas and projects sometimes distract me from previous ones.</i> 2. <i>Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.</i> 3. <i>I have been obsessed with a certain idea or project for a short time but later lost interest.</i> 4. <i>I am a hard worker.</i> 5. <i>I often set a goal but later choose to pursue (follow) a different one.</i> 6. <i>I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.</i> 7. <i>I finish whatever I begin.</i> 8. <i>I am diligent (hard working and careful).</i>	1. <i>I forgot something I needed for class.</i> 2. <i>I interrupted other students while they were talking.</i> 3. <i>I said something rude.</i> 4. <i>I couldn't find something because my desk, locker, or bedroom was messy.</i> 5. <i>I lost my temper at home or at school.</i> 6. <i>I did not remember what my teacher told me to do.</i> 7. <i>My mind wandered when I should have been listening.</i> 8. <i>I talked back to my teacher or parent when I was upset.</i>

PPSEL Word Choices/ Organizational Issues

Suggestion to use “Try” when the skill is being developed and “Can” when the skill should be mastered; remember that teachers should be making tasks of appropriate difficulty so even Kindergarten “can do”

Duckworth’s use of ‘diligence’ has led the scope/sequence to use ‘craftsmanship’ to describe diligence, but craftsmanship belongs elsewhere; rubrics have emerged in grit as a tool for addressing setbacks (feedback) but they might also be in craftsmanship as a tool for measuring work. Ideas that are missing are like **struggle and risk-taking is valued more than just getting the right answer.** Getting back on the horse after you fall off. Learning from mistakes. Finding a different way to ask a question <http://www.npr.org/2014/03/17/290089998/does-teaching-kids-to-get-gritty-help-them-get-ahead>

In HOS, Responsibility is impulse control, responsible for myself and my actions. In CREW, Responsibility is like Stewardship, its outward directed, in keeping with Empathy and Welcoming and the Courage to do all of those outward facing things.

PPSEL Responsibility Dimension (from Duckworth Self Control)

Duckworth	K	1	2-3	4-5	6	7-8	H.S.	Life
• I forgot something I needed for class. • I couldn't find something because my desk, locker, or bedroom was messy. • I did not remember what my teacher told me to do • My mind wandered when I should have been listening. PPSEL: RESPONSIBLE FOR LEARNING AND WORK	• I am organized for school • I can find the things I need for school • I can remember and follow directions from my teacher the first time • I can focus and follow one-step directions	• I remember what I need for class and things my teacher told me • I'm organized so I can get started on my work right away • I can remember what my teacher told me tell my parents about it when they ask • I can listen, focus and follow multi-step directions	• I am ready for class • I focus during teaching times and remember what my teacher tells me (R) • I can tell my parents details of what my teacher told me in school (R) • I am organized, and follow directions even when something is distracting or confusing.	• I always write down information about homework; I share this with my parents every night. • I'm aware when my mind wanders and I'm developing strategies to stay attentive. • I keep my school work, notebook and cubbie organized	• I use my notes and rubrics to help me get my homework done and be ready for class • I keep my school work and locker organized • I use note taking to highlight what I'm hearing • I listen attentively and can talk about what I'm learning in school	• I keep track of multiple school assignments and come to class prepared. • I keep my school work, locker and computer files organized • I use tools and strategies to remember what I am hearing. • I listen attentively and use note taking to highlight what I'm hearing	•	•
• I interrupted other students while they were talking. • I said something rude. • I lost my temper at home or at school. • I talked back to my teacher or parent when I was upset. PPSEL:	• I try not to say rude things or interrupt others • I try to use strategies to manage my temper	• I am not rude and don't interrupt others • I try to speak up in conversations • I can use strategies to manage my temper. • I try to	• I try to contribute in helpful ways to conversations • I manage my temper and share my feelings and needs in appropriate ways	• I monitor what I say so I can contribute to conversations in helpful ways	• I can lead a conversation and help others contribute • I know losing my temper is not empathetic or welcoming and I control myself even in difficult	• I control my temper even in difficult situations and try to help others express their needs		

RESPONSIBLE FOR ATTITUDE AND ACTIONS		manage my feelings and not talk back when I'm angry			situations			
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PPSEL Grit Dimension (from Duckworth Grit)

Duckworth	K	1	2-3	4-5	6	7-8	H.S.	Life
• I am a hard worker. • I am diligent (hard working and careful). • Setbacks (delays and obstacles) don't discourage me. I bounce back from disappointments faster than most people.	• I am a hard worker • I keep trying even if something is hard • I have a positive attitude about my work	• I am hard working and persistent. • I don't give up when its hard, I keep a positive attitude. • I try again when I have a setback.	• I am hard working and persistent, even when its hard or overwhelming; I keep a positive attitude if I struggle, I don't give up. • I try taking risks even if they might cause setback; I try to look for a way learn from my setbacks and continue. • I can work alone and also in a group.	• I am hard working and persistent; I keep a positive attitude; I have strategies to help when I struggle. • I can work alone, or in a group, to tackle something that appears hard or outside my comfort zone. • I take some risks that cause me setbacks, I view that as part of learning and keep working.	• I am hard working and persistent; I try to keep a positive attitude even on long projects. • I have strategies to work alone and in groups on difficult or uncomfortable projects. • I take risks in my learning; I have strategies to continue and to learn after setbacks.	• I am hard working, persistent; I can keep a positive attitude on long projects. • I can identify my challenges related to learning and I can create goals to meet my challenges • I anticipate I will have setbacks, I use strategies to continue because I know I will learn from risks and setbacks.	•	•
• I finish whatever I begin • <i>I often set a goal but later choose to pursue (follow) a different one.</i> • <i>New ideas and projects sometimes distract me from previous</i>	• I complete my work • I stay on task • I focus on my work and avoid distractions	• I finish what I begin; new projects don't distract me	• I get big tasks finished. • I can set goals and work towards those goals • I sometimes work on more than one project at once and I try to balance my	• I turn my work in on time • I can set short term goals that help me work toward long term goals. • I can prioritize projects so I can be successful on	• I keep my focus on projects that take several months to complete; I can prioritize projects so I can be successful on each of them. • I set my own	• I can plan for my future, set challenging goals and take steps to achieve them; I budget my time well across all my life activities. • I learn from		

ones. • <i>I have difficulty maintaining (keeping) my focus on projects that take more than a few months to complete.</i> • <i>I have been obsessed with a certain idea or project for a short time but later lost interest.</i>			efforts so I complete all my work	each of them. • Sometimes I set goals for myself	goals and try to be proactive about reaching them.	pursuing my goals and can plan and revise accordingly		
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PPSEL Craftsmanship

	K	1	2-3	4-5	6	7-8	H.S.	Life
	• I work neatly and carefully	• I work neatly and carefully; like a craftsman	• I revise to give my work more craftsmanship	• I use strategies like planning and revision to help me be a good craftsman. • I know when “coloring outside the lines” is messy and when its part of craftsmanship.	• I produce high quality work, even when the task is new or difficult; my strategies help me be a good craftsman. • I experiment with ways to improve my craftsmanship.	•	•	•
	• I use criteria lists to help me make my work better	• I use “look-for lists” to help me improve. • When my teacher asks, I look at my work and the feedback I got to identify what I am doing well and what I need to work on	• I use the rubric to help me revise and improve. • I usually look at my work and the feedback I got to identify what I am doing well and what I need to work on.	• Rubrics, feedback and self- reflection can help me improve.. • I look at my work and the feedback I got to identify what I am doing well and where I can improve. • I try to self-assess my work and use that to revise..	• I try to use self-assessment and reflection to help me improve. • I try to use rubrics to as learning tools by assessing the work of professionals • I try to create my own rubrics to help me produce high quality work.	• I use self-assessment, reflection and feedback from others to improve and produce high quality work		

PPSEL Collaboration

	K	1	2-3	4-5	6	7-8	H.S.	Life
active listening; shared purpose	- I can listen to others. I can share an idea with a crewmate, - I can work with a crewmate to create,		I can follow protocols and come prepared. I can listen to others ideas and contribute thinking with support from sentence starters. I can notice when crewmates are not participating and ask questions to help them. I can give praise to CREWmates when they have thinking that I didn't consider.	- I can listen thoughtfully and rephrase what another person said to confirm I understand. - I can balance my ideas with those of others to so we each contribute meaningfully.	I can ground my collaboration to evidence. I can understand our shared creative effort lasts over time and across activities I can follow a protocol to complete a task. I can bring new resources to the discussion	I can listen to the needs as well as the ideas of others. I can provide input that is accessible to my audience. I can build upon the ideas of others. I can select the appropriate protocol for the task. I can recruit people to join my creative effort and allow them to contribute to make my idea better.		
Rubrics and feedback	- I can use criteria lists to help others make their work better - I can try another person's	When I help others, I can use the criteria list to guide my feedback.	- I can use the language of the rubric to give feedback to others - I don't say "I like it" as feedback without more explanation about	- I use the language of the rubric to give feedback to others - I can produce evidence of work	- I use the language of the rubric to give feedback to others - I know there are other possible rubrics	I can work in a team to create a rubric and then use it to self-assess and give feedback		

	suggestion or strategy.		what makes me think its good.	equal to that of my teammates.	and criteria, I can think about them			
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