

# **PERFORMANCE DESCRIPTORS SOCIAL EMOTIONAL LEARNING**

**Grades 6-12**

# Social Emotional Learning Performance Descriptors

## 1A Identify and manage one's emotions and behavior.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe the physical responses common to a range of emotions.</li> <li>2. Describe emotions associated with personal experiences.</li> <li>3. Practice expressing positive feelings about others.</li> <li>4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</li> <li>5. Demonstrate emotions in various contexts in role-plays.</li> <li>6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify factors that cause stress both positive and negative.</li> <li>2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</li> <li>3. Recognize emotional reactions to stress.</li> <li>4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).</li> <li>5. Reflect on the possible consequences before expressing an emotion.</li> <li>6. Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change.</li> <li>7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize emotions as indicators of situations in need of attention.</li> <li>2. Distinguish how you really feel from how others expect you to feel.</li> <li>3. Distinguish between different emotions (e.g., fear and anger, shame and sadness).</li> <li>4. Analyze emotional states that contribute to or detract from your ability to solve problems.</li> <li>5. Analyze the effect of self-talk on emotions.</li> <li>6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</li> <li>7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

### 1A Identify and manage one's emotions and behavior.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Identify stress management skills that work best for you.</li> <li>2. Predict how you would feel when apologizing to someone you have wronged.</li> <li>3. Demonstrate an ability to assess your level of stress based on physical and psychological factors.</li> <li>4. Monitor transitions in your emotions over time and reflect on their causes.</li> <li>5. Demonstrate an ability to reduce stress by re-assessing a situation.</li> <li>6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the consequences of different forms of communicating one's emotions.</li> <li>2. Predict how you would feel in giving or receiving help or a compliment.</li> <li>3. Analyze how time management might improve your decision making.</li> <li>4. Practice assertive communication to manage stress.</li> <li>5. Practice dealing appropriately with being wrongly accused of something.</li> <li>6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how focusing on your community's assets rather than its deficits can affect your choices.</li> <li>2. Describe how changing your interpretation of an event can alter how you and others feel about it.</li> <li>3. Recognize the impact of denial defense mechanisms on your mental health.</li> <li>4. Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assailant, in the presence of a friend).</li> <li>5. Demonstrate how you might use upset feelings to ask for help rather than express anger.</li> <li>6. Demonstrate an ability to express hurt without withdrawal, blame, or aggression.</li> <li>7. Select healthy defense mechanisms.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

# Social Emotional Learning Performance Descriptors

## **1B** Recognize personal qualities and external supports.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe a time and situation you needed help.</li> <li>2. Identify reliable adults from whom you would seek help in various situations.</li> <li>3. Describe how you would improve your ability to perform a valued skill.</li> <li>4. Explain how adult role models influence your aspirations for the future.</li> <li>5. Practice strategies that support peers in school.</li> <li>6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</li> </ol>	<ol style="list-style-type: none"> <li>1. Name community resources that promote student success.</li> <li>2. Identify personal strengths and weaknesses and the effect they have on your choices.</li> <li>3. Identify physical and emotional changes during adolescence.</li> <li>4. Recognize that students learn differently.</li> <li>5. Describe how adults at school demonstrate caring and concern for students.</li> <li>6. Describe how adults at school demonstrate caring and concern for students. Analyze the effort your family or other adults have made to support your success in school</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify extra-curricular activities available to students.</li> <li>2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).</li> <li>3. Identify school support personnel and investigate how they assist students.</li> <li>4. Identify organizations in your community that provide opportunities to develop your interests or talents.</li> <li>5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).</li> <li>6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		
Grade 11-12 (I-J)		

# Social Emotional Learning Performance Descriptors

## **1B** Recognize personal qualities and external supports.

<b>Stage H</b>	<b>Stage I</b>	<b>Stage J</b>
<ol style="list-style-type: none"> <li>1. Identify what you like about yourself, including things that might be considered atypical for your gender.</li> <li>2. Take an inventory of your personal strengths and describe them in your journal.</li> <li>3. Describe a situation in which you needed help and where you sought it.</li> <li>4. Analyze how others in your life have helped you resist negative influences.</li> <li>5. Reflect on a time when you overcame an obstacle to accomplish something that was important to you.</li> <li>6. Analyze the role of extra-curricular activities in how you feel about school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify possible career and volunteer opportunities based on your identified interests and strengths.</li> <li>2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change.</li> <li>3. Establish criteria for deciding which of two sports or other activities to engage in.</li> <li>4. Make a plan to improve your performance in a school subject or area of family responsibility.</li> <li>5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.</li> <li>6. Differentiate among relationship factors that impact personal and career goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</li> <li>2. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal.</li> <li>3. Demonstrate decision making based on what is right rather than media images of success.</li> <li>4. Reach out to help others achieve their goals.</li> <li>5. Develop relationships that support personal and career goals.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

# Social Emotional Learning Performance Descriptors

## 1C Demonstrate skills related to achieving personal and academic goals.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Develop a friendship goal with action steps to be taken by certain dates.</li> <li>2. Develop an academic goal with action steps to be taken by certain dates.</li> <li>3. Monitor progress on planned action steps for a friendship goal.</li> <li>4. Monitor progress on planned action steps for an academic goal.</li> <li>5. Analyze why you needed to change or delay action steps for achieving a recent goal.</li> <li>6. Evaluate your level of achievement with regard to a recent goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</li> <li>2. Identify obstacles to achievement of your goal.</li> <li>3. Brainstorm possible ways to overcome obstacles in achieving your goals.</li> <li>4. Make a plan with action steps and timeframes to achieve your goal.</li> <li>5. Monitor progress on your goal.</li> <li>6. Evaluate your success and analyze what you might have done differently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify resources to help progress towards a goal (e.g., research materials).</li> <li>2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.</li> <li>3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.</li> <li>4. Distinguish between a short and long-term goal.</li> <li>5. Apply goal-setting skills to develop academic success.</li> <li>6. Set a positive social interaction goal.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

# Social Emotional Learning Performance Descriptors

## 1C Demonstrate skills related to achieving personal and academic goals.

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).</li> <li>2. Establish action steps and timeframes toward the achievement of this goal.</li> <li>3. Identify people who can help you achieve your goal and ask for their help.</li> <li>4. Monitor progress on achieving your goal and make adjustments in your plan as needed.</li> <li>5. Evaluate your level of goal achievement, identifying factors that contributed or detracted from it.</li> <li>6. Analyze what you learned from this experience and what you would do differently next time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify who helped you and how in achieving a recent goal.</li> <li>2. Analyze why you were or were not able to overcome obstacles in working on a recent goal.</li> <li>3. Analyze the impact of an unforeseen opportunity on achieving a goal.</li> <li>4. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal.</li> <li>5. Analyze how using illegal substances could interfere with achievement of a long-term goal.</li> <li>6. Analyze how academic achievement can contribute to achievement of a long-term goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set a long-term academic/career goal with dates for completion of the action steps.</li> <li>2. Anticipate barriers to achieving your goal and make contingency plans for overcoming them.</li> <li>3. Analyze how current decisions about health behavior may affect long-term education and career goals.</li> <li>4. Evaluate the feasibility of the goal of getting a summer job based on your ability to complete the necessary action steps in a timely manner.</li> <li>5. Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports.</li> <li>6. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# Social Emotional Learning Performance Descriptors

## 2A Recognize the feelings and perspectives of others.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe others' feelings in a variety of situations.</li> <li>2. Describe an argument you had with another person and summarize both points of view.</li> <li>3. Analyze why literary characters felt as they did.</li> <li>4. Analyze the various points of view expressed on an historical, political, or social issue.</li> <li>5. Evaluate how a change in behavior of one side of a disagreement affects the other side.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and practice reflective listening skills through discussion and role-play.</li> <li>2. Recognize how a situation would make you feel and treat others accordingly.</li> <li>3. Describe others' feelings in a variety of situations.</li> <li>4. Ask open-ended questions to encourage others to express themselves.</li> <li>5. Use follow-up questions to clarify messages.</li> <li>6. Predict how one's own behavior might affect the feelings of others.</li> <li>7. Interpret non-verbal communication cues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify the feelings and perspective of others during group discussions.</li> <li>2. Recall a situation where your behavior impacted the feelings of others either positively or negatively.</li> <li>3. Describe how classmates who are the subject of rumors or bullying might feel.</li> <li>4. Distinguish between bullying and non-bullying situations.</li> <li>5. Role-play the perspectives of various characters in scenarios provided.</li> <li>6. Paraphrase the conflicting perspectives of parties to a conflict.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		
Grade 11-12 (I-J)		



## Social Emotional Learning Performance Descriptors

### 2A Recognize the feelings and perspectives of others.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Analyze why both parties in a conflict feel as they do.</li> <li>2. Recognize actions that hurt others.</li> <li>3. Brainstorm different types of encouragement.</li> <li>4. Acknowledge the contributions of others.</li> <li>5. Log the feelings of TV characters and analyze why they felt as they did.</li> <li>6. Provide support to others who are experiencing problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize ways to share and reciprocate feelings.</li> <li>2. Identify people's varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare students for the work place).</li> <li>3. Differentiate between the factual and emotional content of what a person says.</li> <li>4. Demonstrate empathy with others in a variety of situations.</li> <li>5. Develop strategies to provide support to others who are experiencing problems.</li> <li>6. Demonstrate strategies to mentor others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze barriers to effective communication.</li> <li>2. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school)</li> <li>3. Analyze the factors that have influenced your perspective on an issue.</li> <li>4. Use appropriate non-verbal cues to communicate your understanding of another's perspective.</li> <li>5. Demonstrate ways to assert one's needs and viewpoints in a respectful manner.</li> <li>6. Practice responding to ideas rather than the person advancing them.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		
Grade 11-12 (I-J)		

# Social Emotional Learning Performance Descriptors

## **2B** Recognize individual and group similarities and differences.

<b>Stage E</b>	<b>Stage F</b>	<b>Stage G</b>
<ol style="list-style-type: none"> <li>1. Describe the basic rights of all individuals regardless of their social or cultural affiliations.</li> <li>2. Describe examples of how the media portray various social and cultural groups.</li> <li>3. Analyze how responsible students help their classmates.</li> <li>4. Demonstrate strategies for building relationships with others who are different from oneself.</li> <li>5. Design a project that shows how your class or school is enriched by different cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify unwelcome teasing or bullying behaviors.</li> <li>2. Identify ways to overcome misunderstanding among various social and cultural groups.</li> <li>3. Identify ways to advocate for others.</li> <li>4. Describe situations where minority groups have been respected at school or in the community.</li> <li>5. Discuss stereotyping and its negative impact on others.</li> <li>6. Demonstrate respect for members of various ethnic and religious groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).</li> <li>2. Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.</li> <li>3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance.</li> <li>4. Evaluate ways of overcoming a lack of understanding of those who are different.</li> <li>5. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).</li> <li>6. Listen respectfully to opposing points of views on controversial issues.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

# Social Emotional Learning Performance Descriptors

## **2B** Recognize individual and group similarities and differences.

<b>Stage H</b>	<b>Stage I</b>	<b>Stage J</b>
<ol style="list-style-type: none"> <li>1. Analyze the consequences of ignoring the rights of other people.</li> <li>2. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences.</li> <li>3. Analyze why students who are different may be teased or bullied.</li> <li>4. Describe strategies for preventing or stopping bullying.</li> <li>5. Role-play strategies for preventing or stopping bullying.</li> <li>6. Evaluate the effectiveness of strategies for preventing or stopping bullying.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss stereotyping and its negative effects for both the victim and perpetrator.</li> <li>2. Analyze how various social and cultural groups are portrayed in the media.</li> <li>3. Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).</li> <li>4. Evaluate efforts to promote increased understanding among groups.</li> <li>5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.</li> <li>6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.</li> <li>7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.</li> <li>2. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.</li> <li>3. Analyze the meaning of citizenship in various countries and historical periods.</li> <li>4. Evaluate how marketing and media shape how social and cultural groups perceive themselves.</li> <li>5. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups.</li> <li>6. Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of non-conformist behavior).</li> <li>7. Demonstrate an ability to work well with those of different ethnic groups and religions.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

### 2C Use communication and social skills to interact effectively with others.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe the qualities of an effective communicator.</li> <li>2. Respond positively to constructive criticism.</li> <li>3. Take responsibility for one's mistakes.</li> <li>4. Interview an adult on the topic of how to develop friendships.</li> <li>5. Demonstrate support for others' contributions to a group/team effort.</li> <li>6. Distinguish between positive and negative peer pressure.</li> <li>7. Demonstrate strategies for resisting negative peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize the difference between positive and negative relationships.</li> <li>2. Describe ways to express forgiveness.</li> <li>3. Practice reflective listening.</li> <li>4. Respond non-defensively to criticism or accusation through role-play.</li> <li>5. Demonstrate encouragement of others and recognition or their contributions.</li> <li>6. Demonstrate graciousness in winning and losing.</li> <li>7. Practice turning criticism into constructive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play how to report bullying behavior.</li> <li>2. Participate in setting and enforcing class rules.</li> <li>3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).</li> <li>4. Recognize the importance of setting limits for yourself and others.</li> <li>5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals.</li> <li>6. Learn to maintain an objective, non-judgmental tone during disagreements.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)		Grade 11-12 (I-J)

## Social Emotional Learning Performance Descriptors

### 2C Use communication and social skills to interact effectively with others.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Identify indicators of possible problems in relationships based on varying scenarios provided.</li> <li>2. Differentiate among passive, assertive, and aggressive responses to peer pressure.</li> <li>3. Develop guidelines for effective email communication.</li> <li>4. Role-play responding non-defensively to criticism or accusation.</li> <li>5. Use self-reflection to determine how to stop the spread of gossip.</li> <li>6. Practice effective speaking and listening at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.</li> <li>2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.</li> <li>3. Analyze differences in resolving conflicts in different types of relationships.</li> <li>4. Analyze differences in the distribution of power in various relationships and how this affects communication styles.</li> <li>5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal.</li> <li>6. Develop criteria for evaluating success in completing action steps and goal achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze how you and others feel in giving and receiving help.</li> <li>2. Analyze the effects of giving and receiving help in completing tasks.</li> <li>3. Evaluate ideas on their merit instead of the individual sharing them.</li> <li>4. Evaluate how well one follows the lead of others in completing group tasks.</li> <li>5. Evaluate how well one supports the leadership of others.</li> <li>6. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas).</li> <li>7. Demonstrate strategies for collaborating with peers, adults and others in the community.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

## Social Emotional Learning Performance Descriptors

**2D** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Identify the consequences of conflict resolution behavior.</li> <li>2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).</li> <li>3. Explain how resolving a conflict could improve one's understanding of a situation.</li> <li>4. Distinguish between positive and negative peer pressure.</li> <li>5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</li> <li>6. Use a checklist to practice the steps of refusing unwanted peer pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that conflict is a natural part of life.</li> <li>2. Identify intervention strategies to stop bullying.</li> <li>3. Suggest ways of addressing personal grievances to avoid conflict.</li> <li>4. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).</li> <li>5. Analyze why you may have to use different strategies for dealing with different conflict situations.</li> <li>6. Evaluate ways to include every one in group activities.</li> <li>7. Use verbal and non-verbal strategies to resolve group conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).</li> <li>2. List characteristics of friends who are a healthy or unhealthy influence.</li> <li>3. Identify strategies for avoiding, sidestepping, and reducing violence.</li> <li>4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).</li> <li>5. Analyze the causes of a physical or verbal fight that you observed and prevention strategies.</li> <li>6. Practice negotiation skills in pairs, taking the perspective of both parties into account.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

**2D** Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it, changing the subject, calling attention to negative consequences, suggesting alternatives).</li> <li>2. Teach conflict resolution skills to younger children</li> <li>3. Role-play de-escalating a conflict to avoid a fight.</li> <li>4. Use a conflict analysis checklist to analyze and resolve a conflict situation.</li> <li>5. Practice peer mediation skills.</li> <li>6. Explain the concept of a win-win resolution to conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify how both parties to a conflict might get their needs met.</li> <li>2. Analyze scenarios to show how power struggles contribute to conflict.</li> <li>3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances).</li> <li>4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict.</li> <li>5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.</li> <li>6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).</li> <li>2. Analyze strategies for dealing with sexual harassment and an abusive relationship.</li> <li>3. Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.).</li> <li>4. Recommend ways for students to have a voice in establishing and enforcing school rules.</li> <li>5. Analyze how conflict can escalate into violence.</li> <li>6. Demonstrate various approaches for resolving conflict.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

### 3A Consider ethical, safety, and societal factors in making decisions.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Describe how differing points of view affect your decision-making process.</li> <li>2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).</li> <li>3. Explain why it is important to obey laws.</li> <li>4. Analyze what it means to be responsible with regard to one's family, friends, school community.</li> <li>5. Evaluate conflicting points of view in making a decision.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that an individual is responsible for his/her behavior.</li> <li>2. Identify the need for rules at school, home, and in society.</li> <li>3. Analyze what it means to be responsible for one's health.</li> <li>4. Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities).</li> <li>5. Analyze the risks of potentially dangerous situations.</li> <li>6. Develop strategies to work things out rather than retaliate when you feel wronged.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).</li> <li>2. Describe common 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.).</li> <li>3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.</li> <li>4. Assess one's own risk for various types of injury.</li> <li>5. Make journal entries on how your actions have affected others.</li> <li>6. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	



## Social Emotional Learning Performance Descriptors

### 3A Consider ethical, safety, and societal factors in making decisions.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones.</li> <li>2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.</li> <li>3. Analyze how media advertising influences consumer choices.</li> <li>4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community.</li> <li>5. Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior.</li> <li>6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how to reduce negative outcomes in risky situations.</li> <li>2. Explain how laws reflect social norms and affect our personal decision making.</li> <li>3. Analyze how personal decisions can affect your health and the health of others.</li> <li>4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.</li> <li>5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).</li> <li>6. Promote alcohol-free social events among peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the value of resisting peer pressure that causes social or emotional harm to self or others.</li> <li>2. Explain how a change in a current social policy (e.g., health care coverage for children, free public education, child care assistance for working families) would impact the behaviors of individuals and groups.</li> <li>3. Evaluate the consequences for yourself and others of following ethical principles in your relationships.</li> <li>4. Evaluate ethical issues involved in a social policy.</li> <li>5. Predict how a jury of one's peers would judge various behaviors.</li> <li>6. Show how a service project contributes to the good of society.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

**3B** Apply decision-making skills to deal responsibly with daily academic and social situations.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Identify challenges and obstacles to solving problems.</li> <li>2. Identify healthy alternatives to risky behaviors.</li> <li>3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</li> <li>4. Practice aligning non-verbal and verbal communication in refusing unwanted behavior.</li> <li>5. Apply a decision-making model to deal with unwanted behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify tools to manage time better.</li> <li>2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).</li> <li>3. Use a homework organizer.</li> <li>4. Demonstrate an ability to set priorities.</li> <li>5. Demonstrate an ability to stay on task</li> <li>6. Demonstrate an ability to complete assignments on time.</li> </ol>	<ol style="list-style-type: none"> <li>1. List qualities that contribute to friendships.</li> <li>2. Describe the effects of procrastination and disorganization on academic outcomes.</li> <li>3. Analyze how decision-making skills improve your study habits.</li> <li>4. Analyze each step of a decision-making process used in responding to problem scenarios.</li> <li>5. Reflect in your journal on the consequences of your recent risk-taking behavior.</li> <li>6. Use a decision log for 24 hours to identify influences on your health decisions.</li> <li>7. Demonstrate refusal skills.</li> </ol>
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)
Grade 9-10 (H-I-J)	Grade 11-12 (I-J)	

## Social Emotional Learning Performance Descriptors

**3B** Apply decision-making skills to deal responsibly with daily academic and social situations.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Recognize the influence of peers on your academic and social success.</li> <li>2. Define methods for addressing interpersonal differences in a positive manner.</li> <li>3. Reflect on your responses to everyday problem situations in a journal.</li> <li>4. Practice problem-solving skills by answering letters sent to an advice columnist.</li> <li>5. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations.</li> <li>6. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify effective time management and organizational skills.</li> <li>2. Identify resources that facilitate academic success and social functioning.</li> <li>3. Describe the causes and effects on others of one of your behaviors.</li> <li>4. Evaluate how the decisions you make about studying affect your academic achievement.</li> <li>5. Evaluate the impact of considering safety factors on relationships.</li> <li>6. Evaluate how ethical conduct might improve valued relationships.</li> <li>7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify how social relationships impact academic performance.</li> <li>2. Analyze how interests, personality traits, and aptitudes affect career choices.</li> <li>3. Examine the relationship between academic courses and career goals.</li> <li>4. Examine family and friends as sources of support for academic and social decisions.</li> <li>5. Evaluate how past relationships impact decisions about future relationships.</li> <li>6. Use school and community resources in making academic and social decisions.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

## Social Emotional Learning Performance Descriptors

### 3C Contribute to the well-being of one's school and community.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.</li> <li>2. Gather information on a community issue or need.</li> <li>3. Develop a plan with your classmates to address a community issue or need.</li> <li>4. Monitor your progress on implementing a plan to address a community issue or need.</li> <li>5. Evaluate implementation of a class plan to address a community issue.</li> <li>6. Make recommendations on how you would improve a plan that addresses a community issue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work with other students to plan and implement a service project in your school.</li> <li>2. Describe ways of showing respect for your school environment.</li> <li>3. Support activities of various groups in your school.</li> <li>4. Contribute in positive ways to your home environment.</li> <li>5. Describe the role of a community service worker.</li> <li>6. Plan and implement with other students a service project in your community.</li> <li>7. Plan a field trip to a community agency.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify sources of information about your community.</li> <li>2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).</li> <li>3. Analyze what you learned about yourself and the community from involvement. In a community improvement activity.</li> <li>4. Analyze the consequences of participating or not participating in the electoral process.</li> <li>5. Collect information about how groups are working to improve the community.</li> <li>6. Evaluate a recent project that addressed a community need or issue.</li> <li>7. Make a plan with your family to participate in a community improvement activity.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# Social Emotional Learning Performance Descriptors

## 3C Contribute to the well-being of one’s school and community.

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Defend a position on an issue or public event in a simulated congressional debate.</li> <li>2. Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.)</li> <li>3. Evaluate your participation in a simulated state or federal election.</li> <li>4. Describe the role of political parties and interest groups and how they differ in their positions on issues.</li> <li>5. Describe the roles of voluntary organizations in a democratic society.</li> <li>6. Explain how one’s decision and behaviors affect the well being of one’s school and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify possible service projects to do within your school.</li> <li>2. Identify possible service projects to do within your community.</li> <li>3. Explain how one’s decisions and behaviors affect the well being of one’s school and community.</li> <li>4. Describe how various organizations contribute to the well-being of your community.</li> <li>5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.</li> <li>6. Evaluate how you might improve your participation in a service project in your school or community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Design a survey to identify school needs.</li> <li>2. Prioritize identified school needs.</li> <li>3. Compare and contrast government’s record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).</li> <li>4. Develop a project and action plan to address an identified school need.</li> <li>5. Conduct research on a school need of interest.</li> <li>6. Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).</li> <li>7. Communicate the results of a group service project to interested school and community groups.</li> </ol>		
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)	Grade 4 (C-D-E)	Grade 5 (D-E-F)