### Social Emotional Learning Performance Descriptors

**GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.**

#### Stage A
1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs.
2. Name the emotions felt by characters in stories.
3. Identify ways to calm yourself.
4. Describe a time you felt the same way a story character felt.
5. Discuss classroom and school rules.
6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

#### Stage B
1. Describe how various situations make you feel.
2. Describe your physical responses to strong emotions.
3. Recognize that feelings change throughout the day.
4. Demonstrate patience in a variety of situations.
5. Demonstrate a range of emotions through facial expressions and body language.
6. Practice self-talk to calm yourself.

#### Stage A
1. Identify things you like to do.
2. Identify the values that help you make good choices.
3. Identify the people who can give you the help you need.
4. Describe things you do well.
5. Identify reliable adults from whom you would seek help in an emergency.
6. Describe situations in which you feel confident.
7. Describe situations in which you feel you need help.
8. Demonstrate a special skill or talent you have.

#### Stage B
1. Identify the personal traits of characters in stories.
2. Describe an achievement that makes you feel proud.
3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).
4. Identify various helpers in the school community.
5. Analyze how you might have done better in a situation.
6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).

#### Stage A
1. Recognize the relationship between what you want to accomplish and setting goals.
2. Explain the various aspects of being successful in school.
3. Describe a behavior you would like to change.
4. Give an example of an academic goal you could set for yourself.
5. Give an example of a personal goal you could set for yourself.
6. Divide a goal you have set into manageable steps.

#### Stage B
1. Identify a situation you want to change.
2. Identify the progress that you have made toward achieving your goal.
3. Explain the relationship between success in school and becoming what you want to be.
4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).
5. Make a plan for how to improve your performance in a school subject.
6. Make a plan for how to achieve a personal goal.
7. Use self-talk to reward yourself for accomplishments.

**GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

#### Stage A
1. Recognize that others may interpret the same situation differently from you.
2. Recognize that others may feel differently from you about the same situation.
3. Describe how others are feeling based on their facial expressions and gestures.
4. Explain how interrupting others may make them feel.
5. Explain how sharing with and supporting others may make them feel.
6. Recognize how changing your behaviors can impact how others feel and respond.

#### Stage B
1. Identify verbal, physical, and situational cues in stories.
2. Recognize the value of sharing diverse perspectives.
3. Explain why characters in stories feel as they do.
4. Analyze how students being left out might feel.
5. Describe how different people interpret the same situation.
6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).

#### Stage A
1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other’s ideas).
2. Recognize that all people are similar in the needs they share.
3. Participate in the development of classroom rules.
4. Describe rules that help students treat each other fairly.
5. Demonstrate how students help each other (e.g., sharing, not interrupting).
6. Demonstrate honesty and fairness while playing or working with others.

#### Stage B
1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).
2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).
3. Recognize that people who share a cultural tradition differ from one another in other ways.
4. Recognize how diversity enriches a community.
5. Compare and contrast various family structures.
6. Reflect on your experiences with people of different age groups.
<table>
<thead>
<tr>
<th>Stage A</th>
<th>GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</th>
</tr>
</thead>
</table>
| 1. Describe appropriate ways to seek group entry.  
2. Use “please” and “thank you” appropriately.  
3. Raise one’s hand for recognition.  
4. Pay attention when someone else is speaking.  
5. Follow directions given at school.  
6. Take turns and share toys and other resources with classmates.  
7. Practice sharing encouraging comments with others.  
8. Practice saying “no” to protect yourself from unsafe situations. | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. |
| Stage A | 1. Describe situations at school in which classmates might disagree and experience conflict (e.g., refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).  
2. Describe situations at home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).  
3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.  
4. Distinguish between constructive and destructive ways of resolving conflict.  
5. Use puppets to act out and resolve conflict situations.  
6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations. | 1. Describe appropriate ways of initiating contact with someone you don’t know.  
2. Discuss how to be a good friend.  
3. Summarize a plan for making friends.  
4. Make and respond appropriately to introductions.  
5. Review strategies for initiating contact with someone you don’t know.  
6. Recognize appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).  
7. Discuss ways of initiating contact with someone you don’t know. |
| Stage A | 1. Identify the use of self-talk to calm down.  
2. Brainstorm alternative solutions to interpersonal problems in the classroom.  
3. Analyze how your tone of voice influences how others respond to you.  
4. Analyze the consequences of alternative choices.  
5. Practice using their voice and body language to resolve conflict situations.  
6. Demonstrate sharing and taking turns.  
7. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire). | 1. Describe how taking or destroying another’s property makes them feel.  
2. Explain what a rumor is and how it hurts others.  
3. Identify ways of initiating contact with someone you don’t know.  
4. Analyze the consequences of alternative choices.  
5. Explain how conflict can turn to violence.  
6. Identify ways of initiating contact with someone you don’t know.  
7. Participate in establishing and enforcing ground rules for class and group/team efforts. |
| Stage A | 1. Identify foods and behaviors that keep the body healthy.  
2. Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).  
3. Identify ways of initiating contact with someone you don’t know.  
4. Analyze the consequences of alternative choices.  
5. Explain how conflict can turn to violence.  
6. Identify ways of initiating contact with someone you don’t know.  
7. Participate in establishing and enforcing ground rules for class and group/team efforts. | 1. Analyze how your tone of voice influences how others respond to you.  
2. Brainstorm alternative solutions to interpersonal problems in the classroom.  
3. Analyze how your tone of voice influences how others respond to you.  
4. Analyze the consequences of alternative choices.  
5. Explain how conflict can turn to violence.  
6. Identify ways of initiating contact with someone you don’t know.  
7. Participate in establishing and enforcing ground rules for class and group/team efforts. |
| Stage A | 1. Identify and follow bus, classroom, and school safety rules.  
2. Recognize appropriate touch; and avoid inappropriate touch.  
3. Explain how to be a good friend.  
4. Practice saying “no” to protect yourself from unsafe situations.  
5. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.  
6. Practice sharing encouraging comments with others.  
7. Draw pictures of ways to help others. | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. |
| Stage A | 1. Recognize that one has choices in how to respond to situations.  
2. Describe calming strategies.  
4. Use “I-statements” in expressing feelings.  
5. Practice group decision making with one’s peers in class meetings.  
6. Identify foods and behaviors that keep the body healthy. | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. |
| Stage B | 1. Describe appropriate ways of initiating contact with someone you don’t know.  
2. Discuss how to be a good friend.  
3. Summarize a plan for making friends.  
4. Make and respond appropriately to introductions.  
5. Review strategies for initiating contact with someone you don’t know.  
6. Recognize appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).  
7. Discuss ways of initiating contact with someone you don’t know. | 1. Describe ways of initiating contact with someone you don’t know.  
2. Discuss how to be a good friend.  
3. Summarize a plan for making friends.  
4. Make and respond appropriately to introductions.  
5. Review strategies for initiating contact with someone you don’t know.  
6. Recognize appropriate nonverbal communication with others (e.g., movements, gestures, posture, facial expressions).  
7. Discuss ways of initiating contact with someone you don’t know. |
| Stage B | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. |
| Stage B | 1. Recognize various methods of resolving conflict.  
2. Explain what a rumor is and how it hurts others.  
3. Identify ways of initiating contact with someone you don’t know.  
4. Analyze the consequences of alternative choices.  
5. Explain how conflict can turn to violence.  
6. Identify ways of refusing negative peer pressure.  
7. Recognize various methods of resolving conflict.  
8. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. | 1. Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).  
2. Explain why it is important to treat others as you would want to be treated.  
3. Analyze the consequences of alternative choices.  
4. Explain how conflict can turn to violence.  
5. Identify ways of refusing negative peer pressure.  
6. Recognize various methods of resolving conflict.  
7. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict. |
Social Emotional Learning Performance Descriptors

Grade 2

**GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.**

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in &quot;feeling faces&quot; or photographs. 2. Name the emotions felt by characters in stories. 3. Identify ways to calm yourself. 4. Describe a time you felt the same way a story character felt. 5. Discuss classroom and school rules. 6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</td>
<td>1. Describe how various situations make you feel. 2. Describe your physical responses to strong emotions. 3. Recognize that feelings change throughout the day. 4. Demonstrate patience in a variety of situations. 5. Demonstrate a range of emotions through facial expressions and body language. 6. Practice self-talk to calm yourself.</td>
<td>1. Identify a range of emotions you have experienced. 2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 3. Recognize mood changes and factors that contribute to them. 4. Detect a range of emotions (e.g., make a poster, draw a picture, participate in a role play). 5. Distinguish among intensity levels of an emotion. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 7. Practice deep breathing to calm yourself.</td>
</tr>
</tbody>
</table>

**Stage A**

1. Identify things you like to do.
2. Identify the values that help you make good choices.
3. Identify the people who can give you the help you need.
4. Describe things you do well.
5. Recognize how others may feel differently from you about the same situation.
6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).

**Stage B**

1. Identify the personal traits of characters in stories.
2. Describe an achievement that makes you feel proud.
3. Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).
4. Identify various helpers in the school community.
5. Analyze how you might have done better in a situation.
6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach). 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).

**Stage C**

1. Identity community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).
2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).
3. Explain how practice improves your performance of a skill.
4. Analyze the positive qualities of role models.
5. Analyze what it is about school that is challenging for you.
6. Draw a picture of an activity your family likes to do together.
7. Demonstrate ways to ask for help when needed.

**GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize that others may interpret the same situation differently from you. 2. Recognize that others may feel differently from you about the same situation. 3. Describe how others are feeling based on their facial expressions and gestures. 4. Explain how interpreting others may make them feel. 5. Explain how sharing and supporting others may make them feel. 6. Recognize how changing your behaviors can impact how others feel and respond.</td>
<td>1. Identify a situation you want to change. 2. Identify the progress you have made toward achieving your goal. 3. Explain the relationship between success in school and becoming what you want to be. 4. Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention). 5. Make a plan for how to improve your performance in a school subject. 6. Make a plan for how to achieve a personal goal. 7. Use self-talk to reward yourself for accomplishments.</td>
<td>1. Recognize how distractions may interfere with achievement of a goal. 2. Recognize that present goals build on the achievement of past goals. 3. Describe the steps you have made toward achieving a goal. 4. Differentiate between short and long-term goals. 5. Monitor your progress toward achieving a personal or academic goal. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</td>
</tr>
</tbody>
</table>

**Stage A**

1. Recognize that others may interpret the same situation differently from you. 2. Recognize that others may feel differently from you about the same situation. 3. Describe how others are feeling based on their facial expressions and gestures. 4. Explain how interpreting others may make them feel. 5. Explain how sharing and supporting others may make them feel. 6. Recognize how changing your behaviors can impact how others feel and respond.

**Stage B**

1. Identify verbal, physical, and situational cues in stories. 2. Recognize the value of sharing diverse perspectives. 3. Explain why characters in stories feel as they do. 4. Analyze how students being left out might feel. 5. Describe how different people interpret the same situation. 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions). 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).

**Stage C**

1. Distinguish between nonverbal and verbal cues and messages. 2. Analyze alignment and non-alignment of verbal and non-verbal cues. 3. Role-play the perspectives and feelings of characters from a story. 4. Paraphrase what someone has said. 5. Demonstrate a capacity to care about the feelings of others. 6. Demonstrate an interest in the perspective of others.

---

GOAL 3 - Understand and appreciate diversity, cultural variables, and differences.

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). 2. Recognize that all people are similar in the needs they share. 3. Participate in the development of classroom rules. 4. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not interrupting). 6. Demonstrate honesty and fairness while playing or working with others.</td>
<td>1. Identify the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, common. 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures. 6. Reflect on your experiences with people of different age groups.</td>
<td>1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one's life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyze how people of different groups can help one another and enjoy each other's company. 5. Analyze the impact of differing responses to human diversity on literary characters. 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group. 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).</td>
</tr>
</tbody>
</table>

**Stage A**

1. Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas). 2. Recognize that all people are similar in the needs they share. 3. Participate in the development of classroom rules. 4. Describe rules that help students treat each other fairly. 5. Demonstrate how students help each other (e.g., sharing, not interrupting). 6. Demonstrate honesty and fairness while playing or working with others.

**Stage B**

1. Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, common. 2. Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs). 3. Recognize that people who share a cultural tradition differ from one another in other ways. 4. Recognize how diversity enriches a community. 5. Compare and contrast various family structures. 6. Reflect on your experiences with people of different age groups.

**Stage C**

1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one's life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyze how people of different groups can help one another and enjoy each other's company. 5. Analyze the impact of differing responses to human diversity on literary characters. 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group. 7. Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).
GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Stage A
1. Identify and follow bus, classroom, and school safety rules.
2. Recognize appropriate touch; and avoid inappropriate touch.
3. Explain how taking or destroying another’s property makes them feel.
4. Explain why hitting or yelling at somebody is hurtful and unfair.
5. Identify reliable sources of adult help.
6. Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).
7. Draw pictures of ways to help others.

Stage B
1. Identify personal behaviors that are dangerous (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know).
2. Explain why it is important to treat others as you would want to be treated.
3. Describe the consequences of alternative choices.
4. Make healthy choices regarding snacks.
5. Participate in creating and enforcing classroom rules.
6. Demonstrate sharing and taking turns.

Stage C
1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).
2. Identify physical sensations and emotions that indicate a threat or danger.
3. Describe the consequences of breaking classroom or school rules.
4. Analyze the consequences of lying.
5. Analyze how rules your family uses help its members get along together.
6. Evaluate various approaches to responding to provocation.
7. Decide what is responsible in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).

Stage A
1. Describe appropriate ways to seek group entry.
2. Use “please” and “thank you” appropriately.
3. Raise one’s hand for recognition.
4. Pay attention when someone else is speaking.
5. Follow directions given at school.
6. Take turns and share toys and other resources in a social setting with classmates.
7. Practice sharing encouraging comments with others.
8. Practice saying “no” to protect yourself from unsafe situations.

Stage B
1. Discuss ways of initiating contact with someone you don’t know.
2. Discuss how to be a good friend.
3. Greet others by name and ask how they are doing.
4. Pay attention when someone else is speaking.
5. Summarize a plan for making friends.
6. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).
7. Participate in establishing and enforcing ground rules for class and group/team efforts.

Stage C
1. Recognize when it is appropriate to give a compliment.
2. Practice introducing everyone in your class.
3. Demonstrate how to give a compliment.
4. Make and respond appropriately to introductions.
5. Use “I-statements” to express how you feel when someone has hurt you emotionally.
6. Demonstrate expressing appreciation to someone who has helped you.

Stage A
1. Describe situations at school in which classmates might disagree and experience conflict (e.g., refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).
3. Describe the importance of good communication with someone with whom you have had a disagreement, and how you might have handled the situation differently.
4. Distinguish between constructive and destructive ways of resolving conflict.
5. Use puppets to act out and resolve conflict situations.
6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

Stage B
1. Recognize that one has choices in how to respond to situations.
2. Describe calming strategies.
4. Use “I-statements” in expressing feelings.
5. Implement stop, think, and act (plan) strategies in solving problems.
6. Practice group decision making with one’s peers in class meetings.
7. Identify foods and behaviors that keep the body healthy.

Stage C
1. Describe the use of self-talk to calm down.
2. Brainstorm alternative solutions to inter-personal problems in the classroom.
3. Analyze how your tone of voice influences how others respond to you.
4. Analyze the consequences of alternative choices.
5. Make healthy choices regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).
6. Demonstrate reflective listening.
7. Demonstrate wise choices in selecting friends.
8. Demonstrate group decision making.
### Social Emotional Learning Performance Descriptors

#### Grade 3

**GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.**

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
<th>Stage D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how various situations make you feel.</td>
<td>1. Describe your physical responses to strong emotions.</td>
<td>1. Identify a range of emotions you have experienced.</td>
<td>1. List positive strategies for handling conflict.</td>
</tr>
<tr>
<td>2. Describe your responses to strong emotions.</td>
<td>2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</td>
<td>2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</td>
<td>2. Explain why characters in stories felt as they did.</td>
</tr>
<tr>
<td>3. Recognize that feelings change throughout the day.</td>
<td>3. Describe events in a variety of situations.</td>
<td>3. Describe events in a variety of situations.</td>
<td>3. Distinguish among emotions you might feel in various situations.</td>
</tr>
<tr>
<td>4. Describe a range of emotions through facial expressions and body language.</td>
<td>4. Demonstrate a range of emotions through facial expressions and body language.</td>
<td>4. Demonstrate a range of emotions through facial expressions and body language.</td>
<td>4. Use “I-statements” to express various emotions.</td>
</tr>
<tr>
<td>5. Demonstrate a range of emotions through facial expressions and body language.</td>
<td>5. Practice self-talk to calm yourself.</td>
<td>5. Practice deep breathing to calm yourself.</td>
<td>5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</td>
</tr>
</tbody>
</table>

#### GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<table>
<thead>
<tr>
<th>Stage B</th>
<th>Stage C</th>
<th>Stage D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify a situation you want to change.</td>
<td>1. Recognize how distractions may interfere with achievement of a goal.</td>
<td>1. Identify something you would like to be able to do better.</td>
</tr>
<tr>
<td>2. Identify the personal traits of characters in stories.</td>
<td>2. Explain the steps you have made toward achieving a goal.</td>
<td>2. Describe ways in which you contribute to the school community.</td>
</tr>
<tr>
<td>3. Explain the relationship between success in school and becoming what you want to be.</td>
<td>3. Recognize how conditions and people have contributed to your achievement of a goal.</td>
<td>3. Describe ways in which you contribute to the school community.</td>
</tr>
<tr>
<td>4. Describe how you might improve your classroom behavior (e.g., play a sport, ride your bike, go to the beach).</td>
<td>4. Recognize how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).</td>
<td>4. Describe ways in which you contribute to the school community.</td>
</tr>
<tr>
<td>5. Make a plan for how to make your progress a plan for how to make your progress.</td>
<td>5. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).</td>
<td>5. Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).</td>
</tr>
<tr>
<td>6. Use self-talk to reward yourself for accomplishments.</td>
<td>6. Identify how future goals build on the achievement of past goals.</td>
<td>6. Identify factors you could not change that prevented you from achieving a recent goal.</td>
</tr>
<tr>
<td>7. Use self-talk to reward yourself for accomplishments.</td>
<td>7. Identify if you can change the perspective of another group.</td>
<td>7. Evaluate what you might have done differently to achieve greater success on a recent goal.</td>
</tr>
<tr>
<td>Grade 3 Descriptors</td>
<td>Stage B</td>
<td>Stage C</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Goal 3</strong></td>
<td>Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Stage B</strong></td>
<td><strong>Stage C</strong></td>
</tr>
<tr>
<td>Stage B</td>
<td>Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don’t know.)  Explain why it is important to treat others as you would want to be treated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Analyze how conflict resolution behaviors can affect the well-being of oneself and important others in one’s life.</td>
<td></td>
</tr>
<tr>
<td>Stage C</td>
<td>Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).  Identify physical sensations and emotions that indicate a threat or danger.  Describe the consequences of breaking classroom or school rules.  Analyze the consequences of lying.  Discuss the impact of the need addressed in a recent service project in which you participated.  Analyze what you would do differently next time.</td>
<td></td>
</tr>
<tr>
<td>Stage D</td>
<td>Identify factors that make a situation unsafe.  Recognize the consequences to oneself and others of dishonest behavior.  Evaluate how others influenced your decisions (e.g., family, church, team, club membership).  Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).  Demonstrate respect for the property of others.  Demonstrate internet safety.  Show how it means to accept responsibility for one’s actions with regard to school work.</td>
<td></td>
</tr>
</tbody>
</table>
Social Emotional Learning Performance Descriptors

Grade 4

GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

Stage C
1. Identify a range of emotions you have experienced.
2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).
3. Recognize mood changes and factors that contribute to them.
4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).
5. Distinguish among intensity levels of an emotion.
6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).
7. Practice deep breathing to calm yourself.

Stage D
1. List positive strategies for handling conflict.
2. Explain why characters in stories felt as they did.
3. Distinguish among emotions you might feel in various situations.
4. Use “I-statements” to express various emotions.
5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess, lunch, etc.).
6. Demonstrate an awareness of how your behavior affects others.
7. Practice different strategies for handling upsetting situations.

Stage E
1. Describe the physical responses common to a range of emotions.
2. Describe emotions associated with personal experiences.
3. Practice expressing positive feelings about others.
4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).
5. Demonstrate emotions in various contexts in role-plays.
6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Stage C
1. Recognize how distractions may interfere with achievement of a goal.
2. Recognize that present goals build on the achievement of past goals.
3. Describe the steps you have made toward achieving a goal.
4. Analyze the positive qualities of role models.
5. Analyze what it is about school that is challenging for you.
6. Draw a picture of an activity your family likes to do together.
7. Demonstrate ways to ask for help when needed.

Stage D
1. Identify something you would like to be able to do better.
2. Describe ways in which you contribute to the school community.
3. Describe ways in which you help out at home.
4. List ways families can support students in school.
5. Describe how peers can support each other in school.
6. Measure your progress toward a personal goal.
7. Evaluate your level of achievement with regard to a recent goal.

Stage E
1. Develop a friendship goal with action steps to be taken by certain dates.
2. Develop an academic goal with action steps to be taken by certain dates.
3. Monitor progress on planned action steps for a friendship goal.
4. Monitor progress on planned action steps for an academic goal.
5. Analyze why you needed to change or delay action steps for achieving a recent goal.
6. Evaluate how a change in behavior of one side of a disagreement affects the other side.

www.ilclassroomsinaction.org
### GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<table>
<thead>
<tr>
<th>Stage C</th>
<th>Stage D</th>
<th>Stage E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize when it is appropriate to give a compliment.</td>
<td>1. Describe ways to build positive relationships with peers, family, and others.</td>
<td>1. Describe the qualities of an effective communicator.</td>
</tr>
<tr>
<td>2. Practice introducing everyone in your class.</td>
<td>2. Identify attributes of cooperative behavior in a group setting.</td>
<td>2. Respond positively to constructive criticism.</td>
</tr>
<tr>
<td>3. Demonstrate how to give a compliment.</td>
<td>3. Demonstrate cooperative behaviors in a group.</td>
<td>3. Take responsibility for one’s mistakes.</td>
</tr>
<tr>
<td>4. Demonstrate appropriate responses to receiving a compliment.</td>
<td>4. Practice reflective listening (e.g., I-messages, paraphrase).</td>
<td>4. Interview an adult on the topic of how to develop friendships.</td>
</tr>
<tr>
<td>5. Use “I-statements” to express how you feel when someone has hurt you emotionally.</td>
<td>5. Demonstrate how to initiate conversation with a new student.</td>
<td>5. Demonstrate support for others’ contributions to a group/team effort.</td>
</tr>
<tr>
<td>6. Demonstrate expressing appreciation to someone who has helped you.</td>
<td>6. Develop a plan that supports the improvement of behaviors within a group.</td>
<td>6. Distinguish between positive and negative peer pressure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage D</th>
<th>Stage E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify ways to build positive relationships with peers, family, and others.</td>
<td>1. Describe the qualities of an effective communicator.</td>
</tr>
<tr>
<td>2. Identify attributes of cooperative behavior in a group setting.</td>
<td>2. Respond positively to constructive criticism.</td>
</tr>
<tr>
<td>3. Demonstrate cooperative behaviors in a group.</td>
<td>3. Take responsibility for one’s mistakes.</td>
</tr>
<tr>
<td>4. Practice reflective listening (e.g., I-messages, paraphrase).</td>
<td>4. Interview an adult on the topic of how to develop friendships.</td>
</tr>
<tr>
<td>5. Demonstrate how to initiate conversation with a new student.</td>
<td>5. Demonstrate support for others’ contributions to a group/team effort.</td>
</tr>
<tr>
<td>6. Develop a plan that supports the improvement of behaviors within a group.</td>
<td>6. Distinguish between positive and negative peer pressure.</td>
</tr>
</tbody>
</table>

### Grade 4 Descriptors

- **Stage C:** 9 of 10 descriptors
- **Stage D:** 4 of 5 descriptors
- **Stage E:** 1 of 2 descriptors
GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

<table>
<thead>
<tr>
<th>Stage D</th>
<th>Stage E</th>
<th>Stage F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify positive strategies for handling conflict.</td>
<td>1. Describe the physical responses common to a range of emotions.</td>
<td>1. Identify factors that cause stress both positive and negative.</td>
</tr>
<tr>
<td>2. Explain why characters in stories felt as they did.</td>
<td>2. Describe emotions associated with personal experiences.</td>
<td>2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</td>
</tr>
<tr>
<td>3. Distinguish among emotions you might feel in various situations.</td>
<td>3. Practice expressing positive feelings about others.</td>
<td>3. Describe strategies for dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).</td>
</tr>
<tr>
<td>4. Use &quot;I-statements&quot; to express various emotions.</td>
<td>4. Recognize emotional reactions to stress.</td>
<td>5. Demonstrate emotions in various contexts in role-plays.</td>
</tr>
<tr>
<td>5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).</td>
<td>5. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</td>
<td>6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</td>
</tr>
<tr>
<td>7. Practice different strategies for handling upsetting situations.</td>
<td>6. Practice strategies for building relationships with others who are different from oneself.</td>
<td>7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</td>
</tr>
</tbody>
</table>

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<table>
<thead>
<tr>
<th>Stage D</th>
<th>Stage E</th>
<th>Stage F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify something you would like to be able to do better.</td>
<td>1. Develop a friendship goal with action steps to be taken by certain dates.</td>
<td>1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</td>
</tr>
<tr>
<td>2. Describe ways in which you contribute to the school community.</td>
<td>2. Develop an academic goal with action steps to be taken by certain dates.</td>
<td>2. Identify obstacles to achievement of your goal.</td>
</tr>
<tr>
<td>3. Describe ways in which you help out at home.</td>
<td>3. Identify reliable adults from whom you would seek help in various situations.</td>
<td>3. Brainstorm possible ways to overcome obstacles in achieving your goals.</td>
</tr>
<tr>
<td>4. List ways families can support students in school.</td>
<td>4. Monitor progress on planned action steps for a friendship goal.</td>
<td>4. Make a plan with action steps and timeframes to achieve your goal.</td>
</tr>
<tr>
<td>5. Describe how peers can support each other in school.</td>
<td>5. Monitor progress on planned action steps for an academic goal.</td>
<td>5. Monitor progress on your goal.</td>
</tr>
<tr>
<td>6. Measure your progress toward a personal goal.</td>
<td>6. Analyze why you needed to change or delay action steps for achieving a recent goal.</td>
<td>6. Evaluate your success and analyze what you might have done differently.</td>
</tr>
</tbody>
</table>

www.ilclassroomsinaction.org
GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Stage D
1. Identify factors that make a situation unsatisfactory.
2. Recognize the consequences to oneself and others of dishonest behavior.
3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership).
4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).
5. Demonstrate respect for the property of others.
7. Show what it means to accept responsibility for one’s actions with regard to school work.

Stage E
1. Identify challenges and obstacles to solving problems.
2. Identify healthy alternatives to risky behaviors.
3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).
4. Practice applying non-verbal and verbal communication in refusing unwanted behavior.
5. Apply a decision-making model to deal with unwanted behavior.

Stage F
1. Recognize that an individual is responsible for his/her behavior.
2. Identify the need for rules at school, home, and in society.
3. Analyze what it means to be responsible for one’s health.
4. Analyze the risks of potentially dangerous situations.
5. Develop strategies to work things out rather than retaliate when you feel wronged.

Stage D
1. Identify ways to build positive relationships with peers, family and others.
2. Identify attributes of cooperative behavior in a group setting.
3. Demonstrate cooperative behaviors in a group.
4. Practice reflective listening (e.g., I messages, paraphrase).
5. Demonstrate how to initiate conversation with a new student.
6. Develop a plan that supports the improvement of behaviors within a group.

Stage E
1. Describe the qualities of an effective communicator.
2. Respond positively to constructive criticism.
3. Take responsibility for one’s mistakes.
4. Interview an adult on the topic of how to develop friendships.
5. Demonstrate support for others’ contributions to a group/team effort.
6. Distinguish between positive and negative peer pressure.

Stage F
1. Recognize the difference between positive and negative relationships.
2. Describe ways to express forgiveness.
3. Practice reflective listening.
4. Respond non-defensively to criticism or accusation through role-play.
5. Demonstrate encouragement of others and recognition of their contributions.
6. Demonstrate graciousness in winning and losing.
7. Practice turning criticism into constructive feedback.
GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

Social Emotional Learning Performance Descriptors

Grade 6

www.ilclassroomsinaction.org

<table>
<thead>
<tr>
<th>Stage E</th>
<th>Stage F</th>
<th>Stage G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the physical responses common to a range of emotions. 2. Describe emotions associated with personal experiences. 3. Practice expressing positive feelings about others. 4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 5. Demonstrate emotions in various contexts in role-plays. 6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).</td>
<td>1. Identify factors that cause stress both positive and negative. 2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.). 3. Recognize emotional reactions to stress. 4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation). 5. Reflect on the possible consequences before expressing an emotion. 6. Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change. 7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</td>
<td>Recognize emotions as indicators of situations in need of attention. 2. Distinguish how you really feel from how others expect you to feel. 3. Distinguish between different emotions (e.g., fear and anger, shame and sadness). 4. Analyze emotional states that contribute to or detract from your ability to solve problems. 5. Analyze the effect of self-talk on emotions. 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress. 7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage F</th>
<th>Stage G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a friendship goal with action steps to be taken by certain dates. 2. Develop an academic goal with action steps to be taken by certain dates. 3. Describe how you would improve your ability to perform a valued skill. 4. Explain how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</td>
<td>1. Name community resources that promote student success. 2. Identify personal strengths and weaknesses and the effect they have on your choices. 3. Identify physical and emotional changes during adolescence. 4. Recognize how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Describe how adults at school demonstrate caring and concern for students. 7. Describe how adults at school demonstrate caring and concern for students. 8. Analyze the effort your family or other adults have made to support your success in school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage G</th>
<th>Stage H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name community resources that promote student success. 2. Identify personal strengths and weaknesses and the effect they have on your choices. 3. Identify physical and emotional changes during adolescence. 4. Recognize how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</td>
<td>1. Identify extra-curricular activities available to students. 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Evaluate the benefits of participating in extra-curricular activities (e.g., leadership, teamwork). 5. Evaluate your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).</td>
</tr>
</tbody>
</table>

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Social Emotional Learning Performance Descriptors

Grade 6

www.ilclassroomsinaction.org

<table>
<thead>
<tr>
<th>Stage E</th>
<th>Stage F</th>
<th>Stage G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe others’ feelings in a variety of situations. 2. Describe an argument you had with another person and summarize both points of view. 3. Analyze why literary characters felt as they did. 4. Analyze the various points of view expressed on an historical, political, or social issue. 5. Evaluate how a change in behavior of one side of a disagreement affects the other side.</td>
<td>Identify and practice reflective listening skills through discussion and role-play. 2. Recognize how a situation would make you feel and treat others accordingly. 3. Describe others’ feelings in a variety of situations. 4. Ask open-ended questions to encourage others to express themselves. 5. Use follow-up questions to clarify messages. 6. Predict how one’s own behavior might affect the feelings of others. 7. Interpret non-verbal communication cues.</td>
<td>1. Identify the feelings and perspective of others during group discussions. 2. Recall a situation where your behavior impacted the feelings of others either positively or negatively. 3. Describe how classmates who are the subject of rumors or bullying might feel. 4. Distinguish between bullying and non-bullying situations. 5. Role-play the perspectives of various characters in scenarios provided. 6. Paraphrase the conflicting perspectives of parties to a conflict.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage F</th>
<th>Stage G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 2. Describe examples of how the media portray various social and cultural groups. 3. Analyze how responsible students help their classmates. 4. Demonstrate strategies for building relationships with others who are different from oneself. 5. Design a project that shows how your class or school is enriched by different cultures.</td>
<td>1. Identify unwelcome teasing or bullying behaviors. 2. Identify ways to overcome misunderstanding among various social and cultural groups. 3. Identify ways to advocate for others. 4. Describe situations where minority groups have been misrepresented at school or in the community. 5. Discuss stereotyping and its negative impact on others. 6. Demonstrate respect for members of various ethnic and religious groups.</td>
</tr>
<tr>
<td>Grade 6 Descriptors</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>1. Role-play how to report bullying behavior.</td>
<td></td>
</tr>
<tr>
<td>2. Participate in setting and enforcing class rules.</td>
<td></td>
</tr>
<tr>
<td>3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).</td>
<td></td>
</tr>
<tr>
<td>4. Recognize the importance of setting limits for yourself and others.</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals.</td>
<td></td>
</tr>
<tr>
<td>6. Learn to maintain an objective, non-judgmental tone during disagreements.</td>
<td></td>
</tr>
</tbody>
</table>

**GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

**Stage E**
1. Describe the qualities of an effective communicator.
2. Respond positively to constructive criticism.
3. Take responsibility for one’s mistakes.
4. Interview an adult on the topic of how to develop friendships.
5. Demonstrate support for others’ contributions to a group/team effort.
6. Distinguish between positive and negative peer pressure.
7. Demonstrate strategies for resisting negative peer pressure.

**Stage F**
1. Recognize the difference between positive and negative relationships.
2. Describe ways to express forgiveness.
3. Practice reflective listening.
4. Respond non-defensively to criticism or accusation through role-play.
5. Demonstrate encouragement of others and recognition of their contributions.
6. Demonstrate graciousness in winning and losing.
7. Practice turning criticism into constructive feedback.

**Stage G**
1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).
2. List characteristics of friends who are a healthy or unhealthy influence.
3. Identify strategies for avoiding, sidestepping, and reducing violence.
4. Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).
5. Analyze the causes of a physical or verbal fight that you observed and prevention strategies.
6. Practice negotiation skills in pairs, taking the perspective of both parties into account.

**Stage H**
1. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer 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.).
2. Recognize the difference between healthy and unhealthy relationships (e.g., cheating, lying, stealing, plagiarism, etc.).

**Stage I**
1. Describe ways to express forgiveness.
2. Describe ways of showing respect for your school environment.
3. Analyze the needs of others in planning how work or sharing goods and services will best be done.
4. Demonstrate an ability to set priorities.
5. Analyze the risks of potentially dangerous situations.
6. Develop strategies to work things out rather than retaliate when you feel wronged.

**Stage J**
1. Recognize that an individual is responsible for his/her behavior.
2. Identify the need for rules at school, home, and in society. |
3. Explain why it is important to obey laws.
4. Analyze what it means to be responsible with regard to one’s family, friends, school community.
5. Evaluate conflicting points of view in making a decision.
6. Demonstrate refusal skills.
7. Plan a field trip to a community agency.

**Stage K**
1. List qualities that contribute to friendships.
2. Describe the effects of procrastination and disorganization on academic outcomes.
3. Analyze how decision-making skills improve your study habits.
4. Analyze each step of a decision-making process used in responding to problem scenarios.
5. Reflect in your journal on the consequences of your recent risk-taking behavior.
6. Use a decision log for 24 hours to identify influences on your health decisions.
7. Demonstrate refusal skills.

**Stage L**
1. Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.
2. Gather information on a community issue or need.
3. Develop a plan with your classmates to address a community issue or need.
4. Monitor your progress on implementing a plan to address a community issue or need.
5. Evaluate implementation of a class plan to address a community issue.
6. Make recommendations on how you would improve a plan that addresses a community issue.

**Stage M**
1. Work with other students to plan and implement a service project in your school.
2. Describe ways of showing respect for your school environment.
3. Support activities of various groups in your school.
4. Describe the role of a community service worker.
5. Plan and implement with other students a service project in your community.
6. Plan a field trip to a community agency.
7. Demonstrate leadership and be a team player in achieving group goals.
8. Learn to maintain an objective, non-judgmental tone during disagreements.

**Stage N**
1. Identity sources of information about your community.
2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
3. Analyze the consequences of participating or not participating in the electoral process.
4. Collect information about how groups are working to improve the community.
5. Evaluate a recent project that addressed a community need or issue.
6. Make a plan with your family to participate in a community improvement activity.
### Social Emotional Learning Performance Descriptors

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

<table>
<thead>
<tr>
<th>Stage F</th>
<th>Stage G</th>
<th>Stage H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify factors that cause stress both positive and negative.</td>
<td>2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</td>
<td>1. Identify stress management skills that work best for you.</td>
</tr>
<tr>
<td>2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</td>
<td>3. Recognize emotional reactions to stress.</td>
<td>2. Predict how you would feel when apologizing to someone you have wronged.</td>
</tr>
<tr>
<td>3. Recognize emotional reactions to stress.</td>
<td>4. Describe strategies for dealing with upsetting situations (e.g., diaphragm, loss, separation).</td>
<td>3. Demonstrate an ability to assess your level of stress based on physical and psychological factors.</td>
</tr>
<tr>
<td>4. Describe strategies for dealing with upsetting situations (e.g., diaphragm, loss, separation).</td>
<td>5. Reflect on the possible consequences before expressing an emotion.</td>
<td>4. Monitor transitions in your emotions over time and reflect on their causes.</td>
</tr>
<tr>
<td>6. Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.</td>
<td>7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., increased negativity, and develop a positive attitude).</td>
<td>5. Demonstrate an ability to reduce stress by re-assessing a situation.</td>
</tr>
<tr>
<td>7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</td>
<td>8. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.</td>
<td>6. Demonstrate an ability to improve some aspect of your school performance.</td>
</tr>
</tbody>
</table>

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

<table>
<thead>
<tr>
<th>Stage F</th>
<th>Stage G</th>
<th>Stage H</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set a goal that you could expect to achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).</td>
<td>2. Establish action steps and timeframes toward the achievement of this goal.</td>
<td>1. Analyze why both parties in a conflict feel as they do.</td>
</tr>
<tr>
<td>2. Establish action steps and timeframes toward the achievement of this goal.</td>
<td>3. Describe a situation in which you needed help and where you sought it.</td>
<td>2. Recognize actions that hurt others.</td>
</tr>
<tr>
<td>3. Describe a situation in which you needed help and where you sought it.</td>
<td>4. Apply goal-setting skills to develop academic success.</td>
<td>3. Brainstorm different types of encouragement.</td>
</tr>
<tr>
<td>4. Apply goal-setting skills to develop academic success.</td>
<td>5. Set a positive social interaction goal.</td>
<td>4. Acknowledge the contributions of others.</td>
</tr>
</tbody>
</table>

www.ilclassroomsinaction.org
GOAL 1 - Identify the difference between positive and negative relationships.
1. Recognize that conflict is a natural part of life.
2. Identify intervention strategies to stop bullying.
3. Suggest ways of addressing personal grievances to avoid conflict.
4. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
5. Analyze why you may have to use different strategies for dealing with different situations.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 2 - Demonstrate effective listening and speaking skills.
1. Recognize the importance of effective listening and speaking skills.
2. 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).
3. Recognize the influence of peers on your academic and social success.
4. Reflect in your journal on the consequences of your recent risk-taking behavior.
5. Analyze how decision-making skills improve your study habits.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
1. Recognize that an individual is responsible for his/her behavior.
2. Identify the need for rules at school, home, and in society.
3. Analyze what it means to be responsible for one's health.
4. Describe ways to express forgiveness.
5. Analyze the causes of a physical or verbal fight that you observed and prevent similar situations.
6. Practice non-defensive to criticism or accusation through role-play.
7. Recognize the difference between positive and negative relationships.
8. Identify intervention strategies to stop bullying.
9. Suggest ways of addressing personal grievances to avoid conflict.
10. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
11. Analyze why you may have to use different strategies for dealing with different situations.
12. Evaluate ways to include everyone in group activities.
13. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 4 - Develop leadership skills.
1. Recognize the difference between positive and negative relationships.
2. Identify intervention strategies to stop bullying.
3. Suggest ways of addressing personal grievances to avoid conflict.
4. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
5. Analyze why you may have to use different strategies for dealing with different situations.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 5 - Perform public speaking.
1. Recognize the difference between positive and negative relationships.
2. Identify intervention strategies to stop bullying.
3. Suggest ways of addressing personal grievances to avoid conflict.
4. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
5. Analyze why you may have to use different strategies for dealing with different situations.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 6 - Recognize the importance of safety and health education.
1. Recognize the importance of safe and healthy behaviors.
2. Identify the need for rules at school, home, and in society.
3. Analyze what it means to be responsible for one's health.
4. Describe ways to express forgiveness.
5. Analyze the causes of a physical or verbal fight that you observed and prevent similar situations.
6. Practice non-defensive to criticism or accusation through role-play.
7. Recognize the difference between positive and negative relationships.
8. Identify intervention strategies to stop bullying.
9. Suggest ways of addressing personal grievances to avoid conflict.
10. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
11. Analyze why you may have to use different strategies for dealing with different situations.
12. Evaluate ways to include everyone in group activities.
13. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 7 - Demonstrate knowledge of the community.
1. Recognize the difference between positive and negative relationships.
2. Identify intervention strategies to stop bullying.
3. Suggest ways of addressing personal grievances to avoid conflict.
4. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
5. Analyze why you may have to use different strategies for dealing with different situations.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 8 - Recognize the importance of safety and health education.
1. Recognize the importance of safe and healthy behaviors.
2. Identify the need for rules at school, home, and in society.
3. Analyze what it means to be responsible for one's health.
4. Describe ways to express forgiveness.
5. Analyze the causes of a physical or verbal fight that you observed and prevent similar situations.
6. Practice non-defensive to criticism or accusation through role-play.
7. Recognize the difference between positive and negative relationships.
8. Identify intervention strategies to stop bullying.
9. Suggest ways of addressing personal grievances to avoid conflict.
10. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
11. Analyze why you may have to use different strategies for dealing with different situations.
12. Evaluate ways to include everyone in group activities.
13. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 9 - Perform public speaking.
1. Recognize the difference between positive and negative relationships.
2. Identify intervention strategies to stop bullying.
3. Suggest ways of addressing personal grievances to avoid conflict.
4. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
5. Analyze why you may have to use different strategies for dealing with different situations.
6. Evaluate ways to include everyone in group activities.
7. Use verbal and non-verbal strategies to resolve group conflict.

GOAL 10 - Recognize the importance of safety and health education.
1. Recognize the importance of safe and healthy behaviors.
2. Identify the need for rules at school, home, and in society.
3. Analyze what it means to be responsible for one's health.
4. Describe ways to express forgiveness.
5. Analyze the causes of a physical or verbal fight that you observed and prevent similar situations.
6. Practice non-defensive to criticism or accusation through role-play.
7. Recognize the difference between positive and negative relationships.
8. Identify intervention strategies to stop bullying.
9. Suggest ways of addressing personal grievances to avoid conflict.
10. Analyze different approaches to dealing with conflict (e.g., avoidance, accommodation, negotiation).
11. Analyze why you may have to use different strategies for dealing with different situations.
12. Evaluate ways to include everyone in group activities.
13. Use verbal and non-verbal strategies to resolve group conflict.
<table>
<thead>
<tr>
<th>Stage G</th>
<th>Stage H</th>
<th>Stage I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize emotions as indicators of situations in need of attention. 2. Distinguish how you really feel from how others expect you to feel. 3. Describe how various social and cultural groups are portrayed in the media. 4. Evaluate why scheduling conflicts might require you to change the time frame for achieving a goal. 5. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 6. Recognize the impact of changes in your emotions (e.g., fear and anger, shame and sadness) on your thinking and behavior.</td>
<td>1. Recognize stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by re-assessing a situation. 6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation. 1. Explain the consequences of ignoring the rights of other people. 2. Recognize the importance of empathy and understanding in resolving conflicts among people (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural or economic contexts). 3. Explain how social and cultural differences can contribute to misunderstandings. 4. Evaluate the effectiveness of strategies for preventing or stopping bullying. 5. Analyze the impact of changes in your emotions (e.g., fear and anger, shame and sadness) on your thinking and behavior. 6. Analyze factors that contribute to or detract from your ability to achieve a goal. 7. Describe an ability to assess your level of stress based on physical and psychological factors. 8. Demonstrate an ability to reduce stress by re-assessing a situation. 9. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.</td>
<td>1. Explain the differences of opinion between parties in a conflict. 2. Recognize actions that hurt others. 3. Analyze why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 4. Distinguish how various social and cultural groups are portrayed in the media. 5. Differentiate ways of overcoming a lack of understanding of those who are different. 6. Develop strategies to provide support to others who are experiencing problems. 7. Analyze factors that contribute to or detract from your ability to achieve a goal. 8. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 9. Demonstrate an ability to reduce stress by re-assessing a situation. 10. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation. 11. Evaluate the effectiveness of strategies for preventing or stopping bullying. 12. Recognize the impact of changes in your emotions (e.g., fear and anger, shame and sadness) on your thinking and behavior.</td>
</tr>
<tr>
<td>1. Identify and manage your personal characteristics (e.g., body image, self-esteem, behavior). 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate in, etc.).</td>
<td>1. Identify and manage your personal characteristics (e.g., body image, self-esteem, behavior). 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate in, etc.).</td>
<td>1. Identify and manage your personal characteristics (e.g., body image, self-esteem, behavior). 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate in, etc.).</td>
</tr>
</tbody>
</table>
Stage G
1. Role-play how to report bullying behavior.
2. Participate in setting and enforcing class rules.
3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).
4. Recognize the importance of setting limits for yourself and others. 
5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals.
6. Learn to maintain an objective, non-judgmental tone during disagreements.

Stage H
1. Identify indicators of possible problems in relationships based on varying scenarios provided.
2. Differentiate among passive, assertive, and aggressive responses, considering the effect on others.
3. Develop guidelines for effective email communication.
4. Role-play responsive non-defensive to criticism or accusation.
5. Use self-reflection to determine how to stop the spread of gossip.
6. Practice effective speaking and listening at home.

Stage I
1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.
2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.
3. Analyze differences in resolving conflicts in different types of relationships.
4. Analyze differences in the distribution of power in various relationships and how this affects communication style.
5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal.
6. Develop criteria for evaluating success in completing action steps and goal achievement.
### Social Emotional Learning Performance Descriptors

#### GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

<table>
<thead>
<tr>
<th>Stage H</th>
<th>Stage I</th>
<th>Stage J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by re-assessing a situation.</td>
<td>1. Explain the consequences of different forms of communicating one's emotions. 2. Predict how you would feel in giving or receiving help or a compliment. 3. Analyze how time management might improve your decision making. 4. Practice assertive communication to manage stress. 5. Practice dealing appropriately with being wrongly accused of something. 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</td>
<td>1. Explain how focusing on your community's assets rather than its deficits can affect your choices. 2. Describe how changing your interpretation of an event can alter how you and others feel about it. 3. Recognize the impact of denial defense mechanisms on your mental health. 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). 5. Demonstrate how you might use upset feelings to ask for help rather express anger. 6. Demonstrate an ability to express hurt without withdrawal, blame, or aggression. 7. Select healthy defense mechanisms.</td>
</tr>
<tr>
<td>6. Evaluate the effectiveness of strategies for preventing or stopping bullying.</td>
<td>5. Demonstrate an ability to reduce stress by re-assessing a situation. 6. Practice assertive communication to manage stress. 7. Practice dealing appropriately with being wrongly accused of something. 8. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</td>
<td>8. Develop relationships that support personal and career goals.</td>
</tr>
</tbody>
</table>

#### GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<table>
<thead>
<tr>
<th>Stage H</th>
<th>Stage I</th>
<th>Stage J</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by re-assessing a situation.</td>
<td>1. Identify possible career and volunteer opportunities based on your identified interests and strengths. 2. Identify ways to share and reciprocate feelings. 3. Identify people who helped you and how in achieving a recent goal. 4. Analyze why you were or were not able to overcome obstacles in working on a recent goal. 5. Analyze the impact of an unforeseen opportunity on achieving a goal. 6. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal. 7. Analyze how using illegal substances could interfere with achieving a long-term goal. 8. Analyze how academic achievement can contribute to achievement of a long-term goal.</td>
<td>1. Set a long-term academic/career goal with dates for completion of the action steps. 2. Anticipate barriers to achieving your goal and make contingency plans for overcoming them. 3. Analyze how current decisions about health behavior may affect long-term education and career goals. 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. 5. Evaluate your achievement on two recent goals by using criteria related to goal setting, achieving a goal, and accessing available supports. 6. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.</td>
</tr>
<tr>
<td>6. Practice assertive communication to manage stress.</td>
<td>5. Practice dealing appropriately with being wrongly accused of something. 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</td>
<td>7. Recognize typical for your gender.</td>
</tr>
<tr>
<td>7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.</td>
<td>6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</td>
<td>8. Develop relationships that support personal and career goals.</td>
</tr>
</tbody>
</table>
GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.

Stage I
1. Explain the consequences of different forms of communicating one’s emotions.
2. Practice active listening and the appropriate use of feedback.
3. Analyze how managing time might improve your decision making.
4. Practice assertive communication to manage stress.
5. Practice dealing appropriately with being wrongly accused of something.
6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

Stage J
1. Explain how focusing on your community’s assets rather than its deficits can affect your choices.
2. Describe how changing your interpretation of an event can alter how you and others feel about it.
3. Recognize the impact of denial defense mechanisms on your mental health.
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).
5. Demonstrate how you might use upset feelings to ask for help rather express anger.
6. Demonstrate an ability to express hurt without withdrawal, blame, or aggression.
7. Select healthy defense mechanisms.

Stage I
1. Identify possible career and volunteer opportunities based on your identified interests and strengths.
2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change.
3. Establish criteria for deciding which of two or more activities to engage in.
4. Make a plan to improve your performance in a school subject or area of family responsibility.
5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill.
6. Differentiate among relationship factors that impact personal and career goals.

Stage J
1. Identify who helped you and how in achieving a recent goal.
2. Analyze why you were or were not able to overcome obstacles in working on a recent goal.
3. Analyze the impact of an unforeseen opportunity on achieving a goal.
4. Analyze why scheduling conflicts might require you to change the time frame for achieving a goal.
5. Analyze how using illegal substances could interfere with achievement of a long-term goal.
6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Stage I
1. Explain ways to share and reciprocate feelings.
2. Identify people’s varying attitudes and feelings about current issues (e.g., what changes schools should make to better accommodate students for the work place).
3. Differentiate between the factual and emotional content of what a person says.
4. Demonstrate empathy with others in a variety of situations.
5. Develop strategies to provide support to others who are experiencing problems.
6. Demonstrate strategies to mentor others.

Stage J
1. Analyze barriers to effective communication.
2. Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school).
3. Analyze the factors that have influenced your perspective on an issue.
4. Use appropriate non-verbal cues to communicate your understanding of another’s perspective.
5. Demonstrate ways to assert one’s needs and viewpoints in a respectful manner.
6. Practice responding to ideas rather that the person advancing them.

Stage I
1. Discuss stereotyping and its negative effects for both the victim and perpetrator.
2. Analyze how various social and cultural groups are portrayed in the media.
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).
4. Evaluate efforts to promote increased understanding among groups.
5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.
6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.
7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

Stage J
1. Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.
2. Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.
3. Analyze the meaning of citizenship in various countries and historical periods.
4. Evaluate how marketing and media shape how social and cultural groups perceive themselves.
5. Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups.
6. Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of non-conformist behavior).
7. Demonstrate an ability to work well with those of different ethnic groups and religions.
**Stage I**
1. Identify possible service projects to do within your school.
2. Identify possible service projects to do within your community.
3. Describe how various organizations contribute to the well-being of one’s school and community.
4. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
5. Evaluate how you might improve your participation in a service project in your school or community.

**Stage J**
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).
2. Analyze strategies for dealing with sexual harassment and an abusive relationship.
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.).
4. Recommend ways for students to have a voice in establishing and enforcing school rules.
5. Analyze how conflict can escalate into violence.
6. Demonstrate various approaches for resolving conflict.

**GOAL 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

**Stage I**
1. Explain how to reduce negative outcomes in risky situations.
2. Explain how laws reflect social norms and affect our personal decision making.
3. Analyze how personal decisions can affect your health and the health of others.
4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
5. Evaluate how ethical conduct might improve valued relationships.
6. Promote alcohol-free social events among peers.

**Stage J**
1. Identify how social relationships impact academic performance.
2. Analyze how interests, personality traits, and aptitudes affect career choices.
3. Examine family and friends as sources of support for academic and social decisions.
4. Evaluate how past relationships impact decisions about future relationships.
5. Use school and community resources in making academic and social decisions.

**Stage I**
1. Explain how one’s decisions and behaviors affect the well being of one’s school and community.
2. Describe how various organizations contribute to the well-being of your community.
3. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
4. Evaluate how you might improve your participation in a service project in your school or community.

**Stage J**
1. Design a survey to identify school needs.
2. Prioritize identified school needs.
3. Compare and contrast government’s record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).
4. Develop a project and action plan to address an identified school need.
5. Conduct research on a school need of interest.
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.).
7. Communicate the results of a group service project to interested school and community groups.