### Social Emotional Learning Performance Descriptors

#### Grade 2

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

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<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
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| 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. | 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. | 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. |

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

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<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
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| 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. Demonstrate a special skill or talent you have. | 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 subject.  
6. Make a plan for how to achieve a personal goal.  
7. Use self-talk to reward yourself for accomplishing steps. | 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). |

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**Note:**

- **Stage A** focuses on recognizing, identifying, and describing individual emotions and behaviors.  
- **Stage B** builds on the foundation of Stage A by helping students describe various situations, their physical responses, and the impact of emotions throughout the day.  
- **Stage C** extends the learning by encouraging students to reflect on their experiences and how they manage different emotions.
Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).

Stage B
1. Summarize a plan for making friends.
2. Participate in establishing and enforcing ground rules for class and group/team efforts.

Stage C
1. Identify bullying behavior and how it affects people.
2. Explain what happens when a conflict is not resolved.
3. Develop ways to stop rumors.
4. Analyze how an inability to manage one’s anger might cause a conflict to get worse.
5. Interpret whether the actions of literary characters were accidental or intentional.
6. Examine how one’s favorite literary character handles conflict.

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 talking 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. Describe 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 how rules your family uses help its members get along together.
4. Contribute to school safety by supporting classroom, luncheon and playground rules.
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. 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. Identify situations when you might feel unsafe and need help.
6. Evaluate ways to stop rumors.
7. Demonstrate group decision making.
8. Plan healthy meals.

Stage A
1. Describe appropriate ways to seek group entry.
2. Use “please” and “thank you” appropriately.
3. Raise one’s hand for clarification.
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. Say “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 as a courtesy.
4. Make and respond appropriately to introductions.
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. Demonstrate appropriate responses to receiving a compliment.
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 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.

Stage B
1. Recognize various methods of resolving conflict.
2. Explain what a rumor is and how it hurts others.
3. Identify ways of refusing negative peer pressure.
4. Explain how conflict can turn to violence.
5. Analyze how misunderstanding what someone said or did could cause conflict.
6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.

Stage C
1. Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).
2. Identify situations when you might feel unsafe and need help.
3. Describe the consequences of breaking classroom or school rules.
4. Analyze the consequences of lying.
5. Identify situations when you might feel unsafe and need help.
6. Evaluate ways to stop rumors.
7. Demonstrate group decision making.
8. Plan healthy meals.