

Social Emotional Learning Performance Descriptors

Grade 7



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

1A Identify and manage ones emotions and behavior.	Stage F 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).	Stage G 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. 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).	Stage H 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. 6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.
	Stage F 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 that students learn differently. 5. Describe how adults at school demonstrate caring and concern for students. 6. Describe how adults at school demonstrate caring and concern for students. Analyze the effort your family or other adults have made to support your success in school	Stage G 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. 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, etc.).	Stage H 1. Identify what you like about yourself, including things that might be considered atypical for your gender. 2. Take an inventory of your personal strengths and describe them in your journal. 3. Describe a situation in which you needed help and where you sought it. 4. Analyze how others in your life have helped you resist negative influences. 5. Reflect on a time when you overcame an obstacle to accomplish something that was important to you. 6. Analyze the role of extra-curricular activities in how you feel about school.
	Stage F 1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance. 2. Identify obstacles to achievement of your goal. 3. Brainstorm possible ways to overcome obstacles in achieving your goals. 4. Make a plan with action steps and timeframes to achieve your goal. 5. Monitor progress on your goal. 6. Evaluate your success and analyze what you might have done differently.	Stage G 1. Identify resources to help progress towards a goal (e.g., research materials). 2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal. 3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal. 4. Distinguish between a short and long-term goal. 5. Apply goal-setting skills to develop academic success. 6. Set a positive social interaction goal.	Stage H 1. Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.). 2. Establish action steps and timeframes toward the achievement of this goal. 3. Identify people who can help you achieve your goal and ask for their help. 4. Monitor progress on achieving your goal and make adjustments in your plan as needed. 5. Evaluate your level of goal achievement, identifying factors that contributed or detracted from it. 6. Analyze what you learned from this experience and what you would do differently next time.

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

2A Recognize the feelings and perspectives of others.	Stage F 1. 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.	Stage G 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.	Stage H 1. Analyze why both parties in a conflict feel as they do. 2. Recognize actions that hurt others. 3. Brainstorm different types of encouragement. 4. Acknowledge the contributions of others. 5. Log the feelings of TV characters and analyze why they felt as they did. 6. Provide support to others who are experiencing problems.
	Stage F 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 respected 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.	Stage G 1. Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures). 2. Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework. 3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance. 4. Evaluate ways of overcoming a lack of understanding of those who are different. 5. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 6. Listen respectfully to opposing points of views on controversial issues.	Stage H 1. Analyze the consequences of ignoring the rights of other people. 2. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences. 3. Analyze why students who are different may be teased or bullied. 4. Describe strategies for preventing or stopping bullying. 5. Role-play strategies for preventing or stopping bullying. 6. Evaluate the effectiveness of strategies for preventing or stopping bullying.

2C Use communication and social skills to interact effectively with others	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. 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 to peer pressure. 3. Develop guidelines for effective email communication. 4. Role-play responding non-defensively 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.
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts	Stage F 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, compliance, negotiation). 5. Analyze why you may have to use different strategies for dealing with different conflict situations. 6. Evaluate ways to include everyone in group activities. 7. Use verbal and non-verbal strategies to resolve group conflict.	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. 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). 2. Teach conflict resolution skills to younger children 3. Role-play de-escalating a conflict to avoid a fight. 4. Use a conflict analysis checklist to analyze and resolve a conflict situation. 5. Practice peer mediation skills. 6. Explain the concept of a win-win resolution to conflict.

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

3A Consider ethical, safety, and societal factors in making decisions.	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 needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities). 5. Analyze the risks of potentially dangerous situations. 6. Develop strategies to work things out rather than retaliate when you feel wronged.	Stage G 1. Identify safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs). 2. Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.). 3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. 4. Assess one's own risk for various types of injury. 5. Make journal entries on how your actions have affected others. 6. Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).	Stage H 1. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones. 2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 3. Analyze how media advertising influences consumer choices. 4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community. 5. Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior. 6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.
3B Apply decision-making skills to deal responsibly with daily academic and social situations.	Stage F 1. Identify tools to manage time better. 2. Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences). 3. Use a homework organizer. 4. Demonstrate an ability to set priorities. 5. Demonstrate an ability to stay on task 6. Demonstrate an ability to complete assignments on time.	Stage G 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 H 1. Recognize the influence of peers on your academic and social success. 2. Define methods for addressing interpersonal differences in a positive manner. 3. Reflect on your responses to everyday problem situations in a journal. 4. Practice problem-solving skills by answering letters sent to an advice columnist. 5. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations. 6. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.
3C Contribute to the well-being of ones school and community.	Stage F 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. Contribute in positive ways to your home environment. 5. Describe the role of a community service worker. 6. Plan and implement with other students a service project in your community. 7. Plan a field trip to a community agency.	Stage G 1. Identify 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 what you learned about yourself and the community from involvement. In a community improvement activity. 4. Analyze the consequences of participating or not participating in the electoral process. 5. Collect information about how groups are working to improve the community. 6. Evaluate a recent project that addressed a community need or issue. 7. Make a plan with your family to participate in a community improvement activity.	Stage H 1. Defend a position on an issue or public event in a simulated congressional debate. 2. Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.) 3. Evaluate your participation in a simulated state or federal election. 4. Describe the role of political parties and interest groups and how they differ in their positions on issues. 5. Describe the roles of voluntary organizations in a democratic society. 6. Explain how one's decision and behaviors affect the well being of one's school and community.