# Social Emotional Learning Performance Descriptors

## Grade 7

### 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>
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<tbody>
<tr>
<td>1. Identify factors that cause stress both positive and negative.</td>
<td>2. Recognize emotions as indicators of situations in need of attention.</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. Distinguish how you really feel from what others expect you to feel.</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. Analyze emotional states that contribute to or detract from your ability to solve problems.</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., disappointment, loss, separation).</td>
<td>5. Analyze the effect of self-talk on emotions.</td>
<td>4. Monitor transitions in your emotions over time and reflect on their causes.</td>
</tr>
<tr>
<td>6. Reflect on the possible consequences before expressing an emotion.</td>
<td>6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</td>
<td>5. Demonstrate an ability to reduce stress by re-assessing a situation.</td>
</tr>
<tr>
<td>7. 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., overcoming negativity, and develop a positive attitude).</td>
<td>6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.</td>
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### GOAL 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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<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>
<td>1. Identify resources to help progress towards a goal (e.g., research materials).</td>
<td>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.).</td>
</tr>
<tr>
<td>2. Identify obstacles to achievement of your goal.</td>
<td>2. Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.</td>
<td>2. Establish action steps and timeframes toward the achievement of this goal.</td>
</tr>
<tr>
<td>3. Brainstorm possible ways to overcome obstacles in achieving your goals.</td>
<td>3. Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.</td>
<td>3. Identify people who can help you achieve your goal and ask for their help.</td>
</tr>
<tr>
<td>4. Make a plan with action steps and timeframes to achieve your goal.</td>
<td>4. Distinguish between a short and long-term goal.</td>
<td>4. Monitor progress on achieving your goal and make adjustments in your plan as needed.</td>
</tr>
<tr>
<td>5. Monitor progress on your goal.</td>
<td>5. Apply goal-setting skills to develop academic success.</td>
<td>5. Evaluate your level of goal achievement; identifying factors that contributed or detracted from it.</td>
</tr>
<tr>
<td>6. Evaluate your success and analyze what you might have done differently.</td>
<td>6. Set a positive social demonstration.</td>
<td>6. Analyze what you learned from this experience and what you would do differently next time.</td>
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<td>1. Identify and practice reflective listening skills through discussion and role-play.</td>
<td>1. Analyze why both parties in a conflict feel as they do.</td>
</tr>
<tr>
<td>2. Recognize how a situation would make you feel and treat others accordingly.</td>
<td>2. Recognize actions that hurt others.</td>
</tr>
<tr>
<td>3. Describe others’ feelings in a variety of situations.</td>
<td>3. Brainstorm different types of encouragement.</td>
</tr>
<tr>
<td>4. Ask open-ended questions to encourage others to express themselves.</td>
<td>4. Acknowledge the contributions of others.</td>
</tr>
<tr>
<td>5. Use follow-up questions to clarify messages.</td>
<td>5. Log the feelings of TV characters and analyze why they felt as they did.</td>
</tr>
<tr>
<td>6. Predict how one’s own behavior might affect the feelings of others.</td>
<td>6. Provide support to others who are experiencing problems.</td>
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<tr>
<td>7. Interpret non-verbal communication cues.</td>
<td>7. Analyze the consequences of ignoring the rights of other people.</td>
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### GOAL 3 - Recognize, describe, and apply personal, social, and emotional skills to develop academic success.

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<td>1. Identify unwelcome teasing or bullying behaviors.</td>
<td>1. Investigate the traditions of others (e.g., memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).</td>
<td>1. Analyze the consequences of ignoring the rights of other people.</td>
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<tr>
<td>2. Identify ways to overcome misunderstanding among various social and cultural groups.</td>
<td>2. Recall a situation where your behavior impacted the feelings of others either positively or negatively in a variety of situations.</td>
<td>2. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences.</td>
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<tr>
<td>3. Identify ways to advocate for others.</td>
<td>3. Describe how classmates who are the subject of rumors or bullying might feel.</td>
<td>3. Analyze why students who are different may be teased or bullied.</td>
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<td>4. Describe situations where minority groups have been respected in school or in the community.</td>
<td>4. Distinguish between bullying and non-bullying situations.</td>
<td>4. Describe strategies for preventing or stopping bullying.</td>
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<tr>
<td>5. Discuss stereotyping and its negative impact on others.</td>
<td>5. Role-play the perspectives of various characters in scenarios provided.</td>
<td>5. Role-play strategies for preventing or stopping bullying.</td>
</tr>
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<td>6. Demonstrate respect for members of various ethnic and religious groups.</td>
<td>6. Paraphrase the conflicting perspectives of parties to a conflict.</td>
<td>6. Evaluate the effectiveness of strategies for preventing or stopping bullying.</td>
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# Grade 7 Descriptors

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

### 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, accommodation, 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. 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 responses 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 U
1. Recognize the difference between positive and negative relationships.
2. Describe ways to express forgiveness.
3. Practice effective 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 I
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 commonly 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 scenario.
4. Assess one’s own risk for various types of injuries.
5. Analyze why you may have to use different strategies for dealing with different conflict situations.
6. Develop strategies to work things out rather than retaliate when you feel wronged.

### Stage H
1. Identify sources of information about your community.
2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being involved in influencing public policy).
3. Describe the role of a community service worker.
4. Support activities of various groups in your school.
5. Contribute in positive ways to your home environment.
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. Identity 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. Identity 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 preventive strategies to include everyone in group activities.
6. Practice negotiation skills in pairs, taking the perspective of both parties into account.

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