

# Social Emotional Learning Performance Descriptors

## Grades 9-10



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

1A Identify and manage one's emotions and behavior.	<b>Stage H</b> 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.	<b>Stage I</b> 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).	<b>Stage J</b> 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.
1B Recognize personal qualities and external supports.	<b>Stage H</b> 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.	<b>Stage I</b> 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 sports or other 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.	<b>Stage J</b> 1. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. 2. Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal. 3. Demonstrate decision making based on what is right rather than media images of success. 4. Reach out to help others achieve their goals. 5. Develop relationships that support personal and career goals.
1C Demonstrate skills related to achieving personal and academic goals.	<b>Stage H</b> 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.	<b>Stage I</b> 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. Analyze how academic achievement can contribute to achievement of a long-term goal.	<b>Stage J</b> 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, making and working a plan, and accessing available supports. 6. Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.

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

2A Recognize the feelings and perspectives of others.	<b>Stage H</b> 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.	<b>Stage I</b> 1. Recognize 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 prepare 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.	<b>Stage J</b> 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 than the person advancing them.
2B Recognize individual and group similarities and differences.	<b>Stage H</b> 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.	<b>Stage I</b> 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.	<b>Stage J</b> 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.

2C Use communication and social skills to interact effectively with others	<p><b>Stage H</b></p> <ol style="list-style-type: none"> <li>1. Identify indicators of possible problems in relationships based on varying scenarios provided.</li> <li>2. Differentiate among passive, assertive, and aggressive responses to peer pressure.</li> <li>3. Develop guidelines for effective email communication.</li> <li>4. Role-play responding non-defensively to criticism or accusation.</li> <li>5. Use self-reflection to determine how to stop the spread of gossip.</li> <li>6. Practice effective speaking and listening at home.</li> </ol>	<p><b>Stage I</b></p> <ol style="list-style-type: none"> <li>1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.</li> <li>2. Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.</li> <li>3. Analyze differences in resolving conflicts in different types of relationships.</li> <li>4. Analyze differences in the distribution of power in various relationships and how this affects communication styles.</li> <li>5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal.</li> <li>6. Develop criteria for evaluating success in completing action steps and goal achievement.</li> </ol>	<p><b>Stage J</b></p> <ol style="list-style-type: none"> <li>1. Analyze how you and others feel in giving and receiving help.</li> <li>2. Analyze the effects of giving and receiving help in completing tasks.</li> <li>3. Evaluate ideas on their merit instead of the individual sharing them.</li> <li>4. Evaluate how well one follows the lead of others in completing group tasks.</li> <li>5. Evaluate how well one supports the leadership of others.</li> <li>6. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas).</li> <li>7. Demonstrate strategies for collaborating with peers, adults and others in the community.</li> </ol>
2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts	<p><b>Stage H</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives).</li> <li>2. Teach conflict resolution skills to younger children</li> <li>3. Role-play de-escalating a conflict to avoid a fight.</li> <li>4. Use a conflict analysis checklist to analyze and resolve a conflict situation.</li> <li>5. Practice peer mediation skills.</li> <li>6. Explain the concept of a win-win resolution to conflict.</li> </ol>	<p><b>Stage I</b></p> <ol style="list-style-type: none"> <li>1. Identify how both parties to a conflict might get their needs met.</li> <li>2. Analyze scenarios to show how power struggles contribute to conflict.</li> <li>3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances).</li> <li>4. Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict.</li> <li>5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.</li> <li>6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).</li> </ol>	<p><b>Stage J</b></p> <ol style="list-style-type: none"> <li>1. Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).</li> <li>2. Analyze strategies for dealing with sexual harassment and an abusive relationship.</li> <li>3. Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.).</li> <li>4. Recommend ways for students to have a voice in establishing and enforcing school rules.</li> <li>5. Analyze how conflict can escalate into violence.</li> <li>6. Demonstrate various approaches for resolving conflict.</li> </ol>

**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.	<p><b>Stage H</b></p> <ol style="list-style-type: none"> <li>1. Recognize the impact of unethical or destructive behavior on family, friends, or loved ones.</li> <li>2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.</li> <li>3. Analyze how media advertising influences consumer choices.</li> <li>4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community.</li> <li>5. Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior.</li> <li>6. Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.</li> </ol>	<p><b>Stage I</b></p> <ol style="list-style-type: none"> <li>1. Explain how to reduce negative outcomes in risky situations.</li> <li>2. Explain how laws reflect social norms and affect our personal decision making.</li> <li>3. Analyze how personal decisions can affect your health and the health of others.</li> <li>4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.</li> <li>5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).</li> <li>6. Promote alcohol-free social events among peers.</li> </ol>	<p><b>Stage J</b></p> <ol style="list-style-type: none"> <li>1. Describe the value of resisting peer pressure that causes social or emotional harm to self or others.</li> <li>2. Explain how a change in a current social policy (e.g., health care coverage for children, free public education, child care assistance for working families) would impact the behaviors of individuals and groups.</li> <li>3. Evaluate the consequences for yourself and others of following ethical principles in your relationships.</li> <li>4. Evaluate ethical issues involved in a social policy.</li> <li>5. Predict how a jury of one's peers would judge various behaviors.</li> <li>6. Show how a service project contributes to the good of society.</li> </ol>
3B Apply decision-making skills to deal responsibly with daily academic and social situations.	<p><b>Stage H</b></p> <ol style="list-style-type: none"> <li>1. Recognize the influence of peers on your academic and social success.</li> <li>2. Define methods for addressing interpersonal differences in a positive manner.</li> <li>3. Reflect on your responses to everyday problem situations in a journal.</li> <li>4. Practice problem-solving skills by answering letters sent to an advice columnist.</li> <li>5. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations.</li> <li>6. Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.</li> </ol>	<p><b>Stage I</b></p> <ol style="list-style-type: none"> <li>1. Identify effective time management and organizational skills.</li> <li>2. Identify resources that facilitate academic success and social functioning.</li> <li>3. Describe the causes and effects on others of one of your behaviors.</li> <li>4. Evaluate how the decisions you make about studying affect your academic achievement.</li> <li>5. Evaluate the impact of considering safety factors on relationships.</li> <li>6. Evaluate how ethical conduct might improve valued relationships.</li> <li>7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.</li> </ol>	<p><b>Stage J</b></p> <ol style="list-style-type: none"> <li>1. Identify how social relationships impact academic performance.</li> <li>2. Analyze how interests, personality traits, and aptitudes affect career choices.</li> <li>3. Examine the relationship between academic courses and career goals.</li> <li>4. Examine family and friends as sources of support for academic and social decisions.</li> <li>5. Evaluate how past relationships impact decisions about future relationships.</li> <li>6. Use school and community resources in making academic and social decisions.</li> </ol>
3C Contribute to the well-being of ones school and community.	<p><b>Stage H</b></p> <ol style="list-style-type: none"> <li>1. Defend a position on an issue or public event in a simulated congressional debate.</li> <li>2. Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.)</li> <li>3. Evaluate your participation in a simulated state or federal election.</li> <li>4. Describe the role of political parties and interest groups and how they differ in their positions on issues.</li> <li>5. Describe the roles of voluntary organizations in a democratic society.</li> <li>6. Explain how one's decision and behaviors affect the well being of one's school and community.</li> </ol>	<p><b>Stage I</b></p> <ol style="list-style-type: none"> <li>1. Identify possible service projects to do within your school.</li> <li>2. Identify possible service projects to do within your community.</li> <li>3. Explain how one's decisions and behaviors affect the well being of one's school and community.</li> <li>4. Describe how various organizations contribute to the well-being of your community.</li> <li>5. Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.</li> <li>6. Evaluate how you might improve your participation in a service project in your school or community.</li> </ol>	<p><b>Stage J</b></p> <ol style="list-style-type: none"> <li>1. Design a survey to identify school needs.</li> <li>2. Prioritize identified school needs.</li> <li>3. Compare and contrast government's record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).</li> <li>4. Develop a project and action plan to address an identified school need.</li> <li>5. Conduct research on a school need of interest.</li> <li>6. Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).</li> <li>7. Communicate the results of a group service project to interested school and community groups.</li> </ol>