

6th Grade through 8th Grade



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

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

Standard A– Identify and Manage one's emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Analyze factors that create stress or motivate successful performance.	Apply strategies to manage stress and to motivate successful performance.	Analyze how personal qualities influence choices and successes.	Analyze how making use of school and community supports and opportunities can contribute to school and life success.	Set a short-term goal and make a plan for achieving it.	Analyze why one achieved or did not achieve a goal.
<ul style="list-style-type: none"> •Discuss factors that cause both positive and negative stress. •Identify physical reactions to stress (increased energy, increased heart rate, respiration, sweaty palms, red face, etc.). •Brainstorm strategies to reduce stress (talking to a friend or trusted adult, physical exercise). •Create a list of stress management skills that work best for the students in the class. •Role-play how to apologize and how to accept an apology. 		<ul style="list-style-type: none"> •Create opportunities for family members to support students in the classroom (volunteers, tutors, fundraisers). •Allow students to share what they feel are strengths and weaknesses and how that influences their choices and decisions. •Exhibit the extra-curricular activities available at school and within the community. •Reflect on the benefits of the extra-curricular activities (friendship, leadership, learning a new skill, teamwork). 		<ul style="list-style-type: none"> •Have students set goals they expect to achieve in a month or two in academic performance. •Brainstorm possible obstacles to achieving the goals that have been set. •Identify people who can help achieve the goals and how to make adjustments if needed. •Model how to monitor an action plan created to achieve long term goals. •Create a class reflective rubric to use once the goal has either been achieved or not to look at what went well and what could be improved. 	

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

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Predict others' feelings and perspectives in a variety of situations.	Analyze how one's behavior may affect others.	Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	Analyze the effects of taking action to oppose bullying based on individual and group differences.	Analyze ways to establish positive relationships with others.	Demonstrate cooperation and teamwork to promote group effectiveness.	Evaluate strategies for preventing and resolving interpersonal problems.	Define unhealthy peer pressure and evaluate strategies for resisting it.
<ul style="list-style-type: none"> •Practice reflective listening skills through discussion and role-playing activities. •Guide students to create open-ended questions to encourage others to express themselves. •Use scenarios to paraphrase the conflicting perspectives in a conflict. •Analyze TV character choices. 		<ul style="list-style-type: none"> •Identify ways to overcome misunderstanding within a group. •Create a list of ways to advocate for others in class and in school. •Investigate the traditions of others. •Analyze why students who are different may be teased or bullied. •Role-play strategies for preventing or to stop bullying. 		<ul style="list-style-type: none"> •Turn criticism into constructive feedback within a collaborative group activity. •Role-play ways to report bullying, ways to support classmates, etc. •Discuss and develop ways to stop the spread of gossip within the class and school. •Create a list of ways to respond to peer pressure. 		<ul style="list-style-type: none"> •Create a classroom procedure to allow students to address grievances to avoid conflicts. •Analyze how different people approach conflict (avoidance, compliance, negotiation). •Brainstorm destructive behaviors influenced by peers (drugs, gangs, gossip, sexual behaviors). •Develop peer mediation skills. 	

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

Learning Standard A- Consider ethical, safety, and societal factors in making decisions.		Learning Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Learning Standard C- Contribute to the well-being of one's school and community.	
Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	Analyze the reasons for school and societal rules.	Analyze how decision-making skills improve study habits and academic performance.	Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	Evaluate one's participation in efforts to address an identified school need.	Evaluate one's participation in efforts to address an identified need in one's local community.
<ul style="list-style-type: none"> •Create a list of ways to work things out rather than retaliate when students feel wronged. •Students can journal about how their actions or choices have affected others. •Create groups to judge the seriousness of scenarios of unethical behaviors (cheating, lying, stealing, plagiarism, etc.) and compare outcomes or decisions. •Analyze how media advertising influences choices. 		<ul style="list-style-type: none"> •Create and model the use of a homework organizer or agenda. •Brainstorm a list of qualities that contribute to friendships...positive and negative. •Practice problem solving by answering advice column letters from other teenagers. •Analyze how the influence of peers have helped students reach their goals. •Role-play refusal skills for peer pressure. 		<ul style="list-style-type: none"> •Help students to create a service project within the school. •Create presentations on the role of community service workers in the community. •Define the responsibilities of citizenship within the community (obeying laws, serving on juries, being informed about issues, being involved). •Report on community issues being currently addressed. 	

