

# SEL - Grade 4

CUSD 303

Year: 2012-2013

Content	Standard	Performance Descriptor	Skill Statement	Resources
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Self-awareness and Self-management	1A Identify and manage one's emotions and behavior	1 List positive strategies for handling conflict	4.1A1 List positive strategies for handling conflict	
		3 Distinguish among emotions you might feel in various situations	4.1A3 Distinguish among emotions you might feel in various situations	
		4 Use "I-statements" to express various emotions	4.1A4 Formulate "I-statements" to express various emotions	
		6 Demonstrate an awareness of how your behavior affects others	4.1A6 Articulate an awareness of how your behavior affects others	
		7 Practice different strategies for handling upsetting situations	4.1A7 Practice different strategies for handling upsetting situations	
	1B Recognize personal qualities and external supports	5 Describe how peers can support each other in school	4.1B5 Describe how peers can support each other in school	
		6 Measure your progress toward a personal goal	4.1B6 Measure your progress toward a personal goal	
	1C Demonstrate skills related to achieving personal and academic goals	1 Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience)	4.1C1 Identify how obstacles have been overcome in achieving a goal	
		5 Evaluate what you might have done differently to achieve greater success on a recent goal	4.1C5 Evaluate what you might have done differently to achieve greater success on a recent goal	
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
Social-awareness and Relationship Skills	2A Recognize the feelings and perspectives of others	1 Label others' feelings based on verbal and non-verbal cues in different situations	4.2A1 Label others' feelings based on verbal cues in different situations	
			4.2A1 Label others' feelings based on non-verbal cues in different situations	
		2 List strategies to support students who are left out or bullied	4.2A2 List strategies to support students who are left out	
			4.2A2 List strategies to support students who are bullied	
		5 Predict possible responses to a range of emotions	4.2A5 Predict possible responses to a range of emotions	
	2B Recognize individual and group similarities and differences	1 Recognize the different social groups in school	4.2B1 Recognize the different social groups in school	
		2 Recognize the different cultural groups in school	4.2B2 Recognize the different cultural groups in school	
		6 Develop strategies for building relationships with others who are different from oneself	4.2B6 Develop strategies for building relationships with others who are different from oneself	
	2C Use communication and social skills to interact effectively with others	1 Identify ways to build positive relationships with peers, family and others	4.2C1 Identify ways to build positive relationships with peers, family and others	
		2 Identify attributes of cooperative behavior in a group setting	4.2C2 Demonstrate attributes of cooperative behavior in a group setting	
		3 Demonstrate cooperative behaviors in a group	4.2C3 Implement cooperative behaviors in a group	
4 Practice reflective listening (e.g., I messages, paraphrase)		4.2C4 Practice reflective listening		

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Social-awareness and Relationship Skills <i>(cont'd)</i>	2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	2 Identify assertive, passive and aggressive conflict resolution behaviors	4.2D2 Identify assertive, passive, and aggressive conflict resolution behaviors		
		6 Demonstrate constructive conflict resolution strategies in the classroom	4.2D6 Implement constructive conflict resolution strategies in the classroom		
Goal 3: Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.					
Responsible Decision-making	3A Consider ethical, safety, and societal factors in making decisions	1 Identify factors that make a situation unsafe	4.3A1 Identify factors that make a situation unsafe		
		2 Recognize the consequences to oneself and others of dishonest behavior	4.3A2 Examine the consequences to oneself and others of dishonest behavior		
		4 Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs)	4.3A4 Avoid dangerous situations		
		5 Demonstrate respect for the property of others	4.3A5 Provide respect for the property of others		
		6 Demonstrate Internet safety	4.3A6 Implement Internet safety		
		7 Show what it means to accept responsibility for one's actions with regard to school work	4.3A7 Accept responsibility for one's actions with regard to school work		
	3B Apply decision-making skills to deal responsibly with daily academic and social situations	4 Demonstrate the steps of a decision-making process: -define the problem -say how you feel -identify contributing factors -set a goal -identify alternative solutions and the consequences of each -select the best solution -evaluate the results	4.3B4 Implement the steps of a decision-making process: -define the problem -say how you feel -identify contributing factors -set a goal -identify alternative solutions and the consequences of each -select the best solution -evaluate the results		
		7 Demonstrate awareness that feelings influence one's decisions	4.3B7 Articulate awareness that feelings influence one's decisions		
	3C Contribute to the well-being of one's school and community	2 Analyze your rights and responsibilities as a member of your school community	4.3C2 Analyze your rights and responsibilities as a member of your school community		
		4 Participate in making and enforcing classroom rules	4.3C4 Participate in making classroom rules		
			4.3C4 Participate in enforcing classroom rules		