

SEL - Grade 9 and 10

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 Explain the consequences of different forms of communicating one’s emotions	9/10.1A1 Explain consequences of expressing emotions verbally	
			9/10.1A1 Explain consequences of expressing emotions non-verbally	
			9/10.1A1 Explain consequences of expressing emotions in written format	
			9/10.1A1 Explain consequences of expressing emotions through actions	
		3 Analyze how time management might improve your decision making	9/10.1A3 Analyze in-school time management to improve decision making	
			9/10.1A3 Analyze out of school time management to improve decision making	
		4 Practice assertive communication to manage stress	9/10.1A4 Practice assertive communication amongst peers to manage stress	
			9/10.1A4 Practice assertive communication with adults to manage stress	
		6 Practice a stress management technique to handle anxiety related to a school task (e.g. , public speaking or taking a test)	9/10.1A6 Practice a stress management technique to handle anxiety related to a school task	
	1B Recognize personal qualities and external supports.	3 Identify school support personnel and investigate how they assist students	9/10.1B3 Identify reliable adults who can assist you in achieving goals	
			9/10.1B3 Utilize reliable adults who can assist you in achieving goals	
		4 Make a plan to improve your performance in a school subject or area of family responsibility	9/10.1B4 Make a plan to improve your performance in a school subject	
	1C Demonstrate skills related to achieving personal and academic goals	2 Analyze why you were or were not able to overcome obstacles in working on a recent goal	9/10.1C2 Analyze why you were or were not able to overcome obstacles in working on a recent goal	
		6 Analyze how academic achievement can contribute to achievement of a long-term goal	9/10.1C6 Determine how academic achievement can contribute to achievement of a long-term 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	3 Differentiate between the factual and emotional content of what a person says	9/10.2A3 Determine factual content of what a person says	
			9/10.2A3 Determine emotional content of what a person says	
			9/10.2A3 Differentiate between factual and emotional content	
		4 Demonstrate empathy with others in a variety of situations	9/10.2A4 Express empathy for others in a variety of situations	
	2B Recognize individual and group similarities and differences	4 Evaluate efforts to promote increased understanding among groups	9/10.2B4 Evaluate efforts to promote increased understanding among groups	
		7 Develop and maintain positive relationships with peers of different genders, races, and ethnic groups	9/10.2B7 Develop positive relationships with diverse peers	
			9/10.2B7 Maintain positive relationships with diverse peers	
		2C Use communication and social skills to interact effectively with others	3 Analyze differences in resolving conflicts in different types of relationships	
	9/10.2C3 Analyze differences in resolving conflicts in different types of relationships			
	6 Develop criteria for evaluating success in completing action steps and goal achievement		9/10.2C6 Develop criteria individually or in a group for evaluating success in completing action steps	

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Social-awareness and Relationship Skills <i>(cont'd)</i>	2C Use communication and social skills to interact effectively with others <i>(cont'd)</i>		9/10.2C6 Develop criteria individually or in a group for evaluating success in goal achievement	
	2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	5 Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences	9/10.2D5 Apply conflict resolution to prevent escalation of behavior	
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	5 Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events, social media arenas and cell phone use)	9/10.3A5 Explain how social norms influence the way we behave in different settings	
	3B Apply decision-making skills to deal responsibly with daily academic and social situations	1 Identify effective time management and organizational skills	9/10.3B1 Time management = choices, Organizational skills = use of planner, materials	
		4 Evaluate how the decisions you make about studying affect your academic achievement and social situations	9/10.3B4 Evaluate how the decisions you make about studying affect your academic achievement	
	3C Contribute to the well-being of one's school and community	3 Explain how one's decisions and behaviors affect the well being of one's school and community	9/10.3C3 Describe how your decisions and behavior affect your school environment	