

# SEL - Grade 7

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 Recognize emotions as indicators of situations in need of attention  | 7.1A1 Recognize emotions as indicators of situations in need of attention   |           |
|   |   | 2 Distinguish how you really feel from how others expect you to feel   | 7.1A2 Distinguish how you really feel from how others expect you to feel  |           |
|   |   |  | 7.1A2 Analyze emotional states that detract from your ability to solve problems   |           |
|   |   | 5 Analyze the effect of self-talk on emotions  | 7.1A5 Analyze the effect of self-talk on emotions   |           |
|   |   | 6 Practice self-calming techniques deep breathing, self-talk, progressive relaxation, etc. to manage stress  | 7.1A6 Practice self-calming techniques to manage stress   |           |
|   |   | 7 Demonstrate an ability to process emotions to facilitate problem-solving (examples include, overcome negativity, and develop a positive attitude)  | 7.1A7 Correlate the ability to process emotions to facilitate problem-solving   |           |
|   |   | 1B Recognize personal qualities and external supports  | 2 Recognize the outside influences on development of personal characteristics (examples include, body image, self-esteem, behavior) |           |
|   |   |  | 7.1B2 Investigate how school support personnel assist students  |           |
|   | 5 Evaluate the benefits of participating in extra-curricular activities (examples include, friendship, leadership, learning new skills, teamwork) |  | 7.1B5 Evaluate the benefits of participating in extra-curricular activities   |           |
|   | 1C Demonstrate skills related to achieving personal and academic goals  | 1 Identify resources to help progress towards a goal (examples include, research materials)  | 7.1C1 Identify resources to help progress towards a goal  |           |
|   |   | 3 Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal  | 7.1C3 Analyze how you might have made better use of supports in working on a recent goal  |           |
|   |   |  | 7.1C3 Analyze how you might have overcome obstacles in working on a recent goal   |           |
|   |   | 4 Distinguish between a short and long-term goal   | 7.1C4 Distinguish between a short and long-term goal  |           |
|   |   | 5 Apply goal-setting skills to develop academic success  | 7.1C5 Apply goal-setting skills to develop academic success   |           |
|   | 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  | 2 Recall a situation where your behavior impacted the feelings of others either positively or negatively   | 7.2A2 Recall a situation where your behavior impacted the feelings of others in a positive way                                      |           |
|   |   |  | 7.2A2 Recall a situation where your behavior impacted the feelings of others in a negative way                                      |           |
|   |   | 3 Describe how classmates who are the subject of rumors or bullying might feel   | 7.2A3 Describe how classmates who are the subject of rumors or bullying might feel  |           |
|   |   | 4 Distinguish between bullying and non-bullying situations   | 7.2A4 Distinguish between bullying and non-bullying situations  |           |
|   | 2B Recognize individual and group similarities and differences  | 2 Identify negative depictions of differences among people (examples include, gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation in readings completed for coursework) | 7.2B2 Identify negative depictions of differences among people in readings completed for coursework                                 |           |

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| Social-awareness and Relationship Skills (con't)  | 2B Recognize individual and group similarities and differences (cont'd)                                | 3 Explain how a lack of understanding of social and cultural differences can contribute to intolerance   | 7.2B3 Explain how a lack of understanding of social and cultural differences can contribute to intolerance |           |
|   |  | 4 Evaluate ways of overcoming a lack of understanding of those who are different   | 7.2B4 Evaluate ways of overcoming a lack of understanding of those who are different                       |           |
|   |  | 5 Explain why bullying or making fun of others is harmful to oneself or others (examples include, physical or verbal)  | 7.2B5 Explain why bullying is harmful to oneself or others   |           |
|   |  |  | 7.2B5 Explain why making fun of others is harmful to oneself or others                                     |           |
|   | 6 Listen respectfully to opposing points of views on controversial issues                              | 7.2B6 Listen respectfully to opposing points of views on controversial issues  |  |           |
|   | 2C Use communication and social skills to interact effectively with others                             | 1 Role-play how to report bullying behavior  | 7.2C1 Role-play how to report bullying behavior  |           |
|   |  | 2 Participate in setting and enforcing class rules   | 7.2C2 Participate in setting class rules   |           |
|   |  |  | 7.2C2 Participate in enforcing class rules   |           |
|   |  | 3 Practice strategies for maintaining positive relationships (examples include, pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness) | 7.2C3 Practice strategies for maintaining positive relationships   |           |
|   |  | 5 Demonstrate an ability both to assume leadership and be a team player in achieving group goals   | 7.2C5 Model the ability to assume leadership in achieving group goals                                      |           |
|   | 7.2C5 Model the ability to be a team player in achieving group goals                                   |  |  |           |
|   | 2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways | 2 List characteristics of friends who are a healthy or unhealthy influence   | 7.2D2 List characteristics of friends who are a healthy influence  |           |
|   |  |  | 7.2D2 List characteristics of friends who are an unhealthy influence                                       |           |
|   |  | 4 Brainstorm destructive behaviors encouraged by peers (examples include, drugs, gossip, sexual behaviors, self-destructive behavior, etc)   | 7.2D4 Brainstorm destructive behaviors encouraged by peers   |           |
| 5 Analyze the causes of a physical or verbal fight that you observed and prevention strategies                    |  | 7.2D5 Analyze the causes of a physical or verbal fight that you observed   |  |           |
|   |  | 7.2D5 Analyze the prevention strategies that could have been used  |  |           |
| 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 safe alternatives to risky behaviors (examples include, riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs)                       | 7.3A1 Identify safe alternatives to risky behaviors  |           |
|   |  | 3 Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation   | 7.3A3 Define the role of responsibility as a victim in a situation   |           |
|   |  |  | 7.3A3 Define the role of responsibility as a bystander in a situation                                      |           |
|   |  |  | 7.3A3 Define the role of responsibility as a perpetrator in a situation                                    |           |
|   |  |  | 7.3A3 Define the role of responsibility as rescuer in a situation  |           |
|   |  | 6 Judge the seriousness of unethical behaviors (examples include, cheating, lying, stealing, plagiarism, etc.)   | 7.3A6 Judge the seriousness of unethical behaviors   |           |

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| Responsible Decision-making (cont'd) | 3B Apply decision-making skills to deal responsibly with daily academic and social situations | 2 Describe the effects of procrastination and disorganization on academic outcomes   | 7.3B2 Describe the effects of procrastination on academic outcomes              |           |
|                                      |   |  | 7.3B2 Describe the effects of disorganization on academic outcomes              |           |
|                                      |   | 3 Analyze how decision-making skills improve your study habits   | 7.3B3 Analyze how decision-making skills improve your study habits              |           |
|                                      |   | 7 Demonstrate refusal skills   | 7.3B7 Give examples of refusal skills   |           |
|                                      | 3C Contribute to the well-being of one's school and community                                 | 2 Identify responsibilities of citizenship (examples include, obeying laws, serving on juries, being informed about issues, being involved in influencing public policy) | 7.3C2 Identify responsibilities of citizenship                                  |           |
|                                      |   | 5 Collect information about how groups are working to improve the community  | 7.3C5 Collect information about how groups are working to improve the community |           |