

**5TH GRADE SOCIAL EMOTIONAL
LEARNING CHECKLIST**

Goals 1-3

**Illinois Learning Standards A – D
Performance Descriptors**

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

EMOTIONS & BEHAVIOR

- _____ Identify and manage one's emotions and behavior.
- _____ Describe the physical responses common to a range of emotions.
- _____ Describe emotions associated with personal experiences.
- _____ Practice expressing positive feelings about others.
- _____ Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).
- _____ Demonstrate emotions in various contexts in role-plays.
- _____ Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Describe a time and situation you needed help.
- _____ Identify reliable adults from whom you would seek help in various situations.
- _____ Describe how you would improve your ability to perform a valued skill.
- _____ Explain how adult role models influence your aspirations for the future.
- _____ Practice strategies that support peers in school.
- _____ Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).

GOALS

- _____ Demonstrate skills related to achieving personal and academic goals.
- _____ Develop a friendship goal with action steps to be taken by certain dates.
- _____ Develop an academic goal with action steps to be taken by certain dates.
- _____ Monitor progress on planned action steps for a friendship goal.
- _____ Monitor progress on planned action steps for an academic goal.
- _____ Analyze why you needed to change or delay action steps for achieving a recent goal.
- _____ Evaluate your level of achievement with regard to a recent goal.

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

FEELINGS & PERSPECTIVES

- _____ Recognize the feelings and perspectives of others.
- _____ Describe others' feelings in a variety of situations.
- _____ Describe an argument you had with another person and summarize both points of view.
- _____ Analyze why literary characters felt as they did.
- _____ Analyze the various points of view expressed on an historical, political, or social issue.
- _____ Evaluate how a change in behavior of one side of a disagreement affects the other side.
- _____ Recognize individual and group similarities and differences.
- _____ Describe the basic rights of all individuals regardless of their social or cultural affiliations.
- _____ Describe examples of how the media portray various social and cultural groups.
- _____ Analyze how responsible students help their classmates.

Use as a curriculum guide.

_____ Demonstrate strategies for building relationships with others who are different from oneself.

_____ Design a project that shows how your class or school is enriched by different cultures.

SOCIAL SKILLS

_____ Use communication and social skills to interact effectively with others.

_____ Describe the qualities of an effective communicator.

_____ Respond positively to constructive criticism.

_____ Take responsibility for one's mistakes.

_____ Interview an adult on the topic of how to develop friendships.

_____ Demonstrate support for others' contributions to a group/team effort.

_____ Distinguish between positive and negative peer pressure.

_____ Demonstrate strategies for resisting negative peer pressure.

DEALING WITH CONFLICTS

_____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

_____ Identify the consequences of conflict resolution behavior.

_____ Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).

_____ Explain how resolving a conflict could improve one's understanding of a situation.

_____ Distinguish between positive and negative peer pressure.

_____ Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.

_____ Use a checklist to practice the steps of refusing unwanted peer pressure.

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

MAKING DECISIONS

- _____ Consider ethical, safety, and societal factors in making decisions.
- _____ Describe how differing points of view affect your decision-making process.
- _____ Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments).
- _____ Explain why it is important to obey laws.
- _____ Analyze what it means to be responsible with regard to one's family, friends, school community.
- _____ Evaluate conflicting points of view in making a decision.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Identify challenges and obstacles to solving problems.
- _____ Identify healthy alternatives to risky behaviors.
- _____ Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).
- _____ Practice aligning non-verbal and verbal communication in refusing unwanted behavior.
- _____ Apply a decision-making model to deal with unwanted behavior.

CONTRIBUTIONS TO SCHOOL AND COMMUNITY

- _____ Contribute to the well-being of one's school and community.
- _____ Identify various ways that community workers assist residents in beautifying and protecting neighborhoods.
- _____ Gather information on a community issue or need.
- _____ Develop a plan with your classmates to address a community issue or need.

Use as a curriculum guide.

_____ Monitor your progress on implementing a plan to address a community issue or need.

_____ Evaluate implementation of a class plan to address a community issue.

_____ Make recommendations on how you would improve a plan that addresses a community issue.