

3RD GRADE SOCIAL EMOTIONAL LEARNING CHECKLIST

Goals 1-3

Illinois Learning Standards A – D Performance Descriptor

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

EMOTIONS AND BEHAVIOR

- _____ Identify and manage one's emotions and behavior.
- _____ Identify a range of emotions you have experienced.
- _____ Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).
- _____ Recognize mood changes and factors that contribute to them.
- _____ Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).
- _____ Distinguish among intensity levels of an emotion.
- _____ Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).
- _____ Practice deep breathing to calm yourself.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbor).
- _____ Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).
- _____ Explain how practice improves your performance of a skill.

- _____ Analyze the positive qualities of role models.
- _____ Analyze what it is about school that is challenging for you.
- _____ Draw a picture of an activity your family likes to do together.
- _____ Demonstrate ways to ask for help when needed.

GOALS

- _____ Demonstrate skills related to achieving personal and academic goals.
- _____ Recognize how distractions may interfere with achievement of a goal.
- _____ Recognize that present goals build on the achievement of past goals.
- _____ Describe the steps you have made toward achieving a goal.
- _____ Differentiate between short and long term goals.
- _____ Monitor your progress toward achieving a personal or academic goal.
- _____ Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).

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

FEELINGS AND PERSPECTIVES

- _____ Recognize the feelings and perspectives of others.
- _____ Distinguish between nonverbal and verbal cues and messages.
- _____ Analyze alignment and non-alignment of verbal and non-verbal cues.
- _____ Role-play the perspectives and feelings of characters from a story.
- _____ Paraphrase what someone has said.
- _____ Demonstrate a capacity to care about the feelings of others.
- _____ Demonstrate an interest in the perspective of others.

- _____ Recognize individual and group similarities and differences.
- _____ Describe human differences depicted in stories.
- _____ Describe how interactions with individuals from different cultures enrich one's life.
- _____ Recognize that people from different cultural and social groups share many things in common.
- _____ Analyze how people of different groups can help one another and enjoy each other's company.
- _____ Analyze the impact of differing responses to human diversity on literary characters.
- _____ Participate in an activity or simulation that allows you to experience life from the perspective of another group.
- _____ Use literature to analyze various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping).

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Recognize when it is appropriate to give a compliment.
- _____ Practice introducing everyone in your class.
- _____ Demonstrate how to give a compliment.
- _____ Demonstrate appropriate responses to receiving a compliment.
- _____ Use "I-statements" to express how you feel when someone has hurt you emotionally.
- _____ Demonstrate expressing appreciation to someone who has helped you.

DEALING WITH CONFLICTS

- _____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- _____ Identify bullying behavior and how it affects people.

- _____ Explain what happens when a conflict is not resolved.
- _____ Describe ways to stop rumors.
- _____ Analyze how an inability to manage one's anger might cause a conflict to get worse.
- _____ Interpret whether the actions of literary characters were accidental or intentional.
- _____ Examine how one's favorite literary character handles conflict.

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.
- _____ Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion).
- _____ Identify physical sensations and emotions that indicate a threat or danger.
- _____ Describe the consequences of breaking classroom or school rules.
- _____ Analyze the consequences of lying.
- _____ Depict ways to help others (e.g., list, draw, cartoons).
- _____ Evaluate various approaches to responding to provocation.
- _____ Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Describe ways to promote the safety of oneself and others.
- _____ Describe the steps of a decision-making model.
- _____ Brainstorm alternative solutions to completing an assignment on time.

Use as a curriculum guide.

- _____ Practice progressive relaxation.
- _____ Demonstrate wise choices in selecting friends.
- _____ Demonstrate group decision-making.
- _____ Plan healthy meals.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

- _____ Contribute to the wellbeing of one's school and community.
- _____ Describe what you learned about your school or community from your participation in a recent service project
- _____ Describe what you learned about yourself from participation in this project.
- _____ Analyze the impact on the need addressed of a recent service project in which you participated.
- _____ Analyze what you would do differently next time.
- _____ Communicate the results of a school or community service project to a parent or community group.
- _____ Write a letter to a newspaper editor on a community problem such as homelessness.