

LATE HIGH SCHOOL SOCIAL EMOTIONAL LEARNING CHECKLIST

Goals 1-3

Illinois Learning Standards A – D Performance Descriptors

EMOTIONS & BEHAVIOR

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

- _____ Identify and manage one's emotions and behavior.
- _____ Explain how focusing on your community's assets rather than its deficits can affect your choices.
- _____ Describe how changing your interpretation of an event can alter how you and others feel about it.
- _____ Recognize the impact of denial defense mechanisms on your mental health.
- _____ Analyze outcome differences for you and others of expressing fear in various situations (e.g., in the presence of a potential assailant, in the presence of a friend).
- _____ Demonstrate how you might use upset feelings to ask for help rather express anger.
- _____ Demonstrate an ability to express hurt without withdrawal, blame, or aggression.
- _____ Select healthy defense mechanisms.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.
- _____ Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal.
- _____ Demonstrate decision-making based on what is right rather than media images of success.

_____ Reach out to help others achieve their goals.

_____ Develop relationships that support personal and career goals.

GOALS

_____ Demonstrate skills related to achieving personal and academic goals.

_____ Set a long-term academic/career goal with dates for completion of the action steps.

_____ Anticipate barriers to achieving your goal and make contingency plans for overcoming them.

_____ Analyze how current decisions about health behavior may affect long-term education and career goals.

_____ Evaluate the feasibility of the goal of getting a summer job based on your ability to complete the necessary action steps in a timely manner.

_____ Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports.

_____ Establish a behavioral contract to improve a coping strategy and journal your progress in fulfilling it.

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

FEELINGS & PERSPECTIVES

_____ Recognize the feelings and perspectives of others.

_____ Analyze barriers to effective communication.

_____ Evaluate opposing points of view on current issues (e.g., the role of students in the governance of their school)

_____ Analyze the factors that have influenced your perspective on an issue.

_____ Use appropriate non-verbal cues to communicate your understanding of another's perspective.

- _____ Demonstrate ways to assert one's needs and viewpoints in a respectful manner.
- _____ Practice responding to ideas rather than the person advancing them.
- _____ Recognize individual and group similarities and differences.
- _____ Analyze your perception of cultural variation in light of experiences you have had with members of various cultural groups.
- _____ Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.
- _____ Analyze the meaning of citizenship in various countries and historical periods.
- _____ Evaluate how marketing and media shape how social and cultural groups perceive themselves.
- _____ Evaluate how getting to know and work with others from various social and cultural groups can change your perceptions of these groups.
- _____ Practice opposing intolerance and stereotyping (e.g., participate in mock trials of students accused of non-conformist behavior).
- _____ Demonstrate an ability to work well with those of different ethnic groups and religions.

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Analyze how you and others feel in giving and receiving help.
- _____ Analyze the effects of giving and receiving help in completing tasks.
- _____ Evaluate ideas on their merit instead of the individual sharing them.
- _____ Evaluate how well one follows the lead of others in completing group tasks.
- _____ Evaluate how well one supports the leadership of others.. Demonstrate ways one can move group efforts forward (e.g., providing structure, guidelines, or ideas; supporting others' ideas).

_____ Demonstrate strategies for collaborating with peers, adults and others in the community.

DEALING WITH CONFLICTS

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

_____ Analyze the causes of conflict in various situations (e.g., with a friend, someone you are dating, a neighbor, someone with a different political position, another country).

_____ Analyze strategies for dealing with sexual harassment and an abusive relationship.

_____ Evaluate the appropriateness of various approaches to resolving conflict (e.g., reflective listening, self-management, debate, mediation, decision making by a leader, war, court rulings, etc.).

_____ Recommend ways for students to have a voice in establishing and enforcing school rules.

_____ Analyze how conflict can escalate into violence.

_____ Demonstrate various approaches for resolving 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.

_____ Describe the value of resisting peer pressure that causes social or emotional harm to self or others.

_____ Explain how a change in a current social policy (e.g., health care coverage for children, free public education, childcare assistance for working families) would impact the behaviors of individuals and groups.

_____ Evaluate the consequences for yourself and others of following ethical principles in your relationships.

_____ Evaluate ethical issues involved in a social policy.

Use as a curriculum guide.

- _____ Predict how a jury of one's peers would judge various behaviors.
- _____ Show how a service project contributes to the good of society.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Identify how social relationships impact academic performance.
- _____ Analyze how interests, personality traits, and aptitudes affect career choices.
- _____ Examine the relationship between academic courses and career goals.
- _____ Examine family and friends as sources of support for academic and social decisions.
- _____ Evaluate how past relationships impact decisions about future relationships.
- _____ Use school and community resources in making academic and social decisions.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

- _____ Contribute to the wellbeing of one's school and community.
- _____ Design a survey to identify school needs.
- _____ Prioritize identified school needs.
- _____ Compare and contrast government's record on important public policy issues (e.g., protecting human rights, developing renewable sources of energy, etc.).
- _____ Develop a project and action plan to address an identified school need.
- _____ Conduct research on a school need of interest.
- _____ Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).
- _____ Communicate the results of a group service project to interested school and community groups.