

Social Emotional Learning Standards

Middle School page 1

- We are developing self-awareness and self-management skills to achieve school and life success.
- We are learning to identify and manage one's emotions and behavior.
- We can analyze factors that create stress or motivate successful performance.
- We are learning various ways to manage stress and to motivate successful performance.
- We are learning to recognize personal qualities and external supports.
- We can analyze how personal qualities influence choices and successes.
- We can analyze how making use of school and community supports and opportunities can contribute to school and life success.
- We are learning to demonstrate skills related to achieving personal and academic goals.
- We can set a short term goal and make a plan for achieving it.
- We are learning to analyze why we achieved or did not achieve a goal.
- We are learning to use social-awareness and interpersonal skills to establish and maintain positive relationships.
- We are learning to recognize the feelings and perspectives of others.
- We can predict others' feelings and perspectives in various situations.
- We can analyze how our behavior may affect others.
- We are learning to recognize individual and group similarities and differences.
- We can explain how individual, social, and cultural differences may increase vulnerability to bullying. We can explain ways to address bullying.
- We can analyze the effects of taking action to oppose bullying based on individual and group differences.
- We are learning to use communication and social skills to interact effectively with others.
- We can analyze ways to establish positive relationships with others.
- We can demonstrate cooperation and teamwork to promote group effectiveness.
- We are learning to demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- We can evaluate strategies for preventing and resolving interpersonal problems.



Social Emotional Learning Standards

Middle School page 2

- We can define unhealthy peer pressure and evaluate strategies for resisting it.
- We are learning to demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- We are learning to consider ethical, safety, and societal factors in making decisions.
- We can evaluate how honesty, respect, fairness, and compassion enable us to take the needs of others into account when making decisions.
- We can analyze the reasons for school and societal rules.
- We are learning to apply decision making skills to deal responsibly with daily academic and social situations.
- We can analyze how decision-making skills improve study habits and academic performance.
- We can evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
- We are learning how to contribute to the well-being of one's school and community.
- We can evaluate our participation in efforts to address an identified school need.
- We can evaluate our participation in efforts to address an identified need in our local community.

