Social & Emotional Learning Curriculum
Grades 6-8

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Learning Standard	**Overall Benchmark**	**Grade 6 Benchmark**	**Grade 7 Benchmark**	**Grade 8 Benchmark**
A. Identify and manage one's emotions and behavior.	1A.3a. Analyze factors that create stress or motivate successful performance.	1A.3a.6 Define stress. 1A.3a.6 With support, identify personal factors that create stress. 1A.3a.6 With support, identify personal factors that motivate successful performance.	1A.3a.7 Identify and begin to analyze personal factors that create stress. 1A.3a.7 Identify and begin to analyze personal factors that motivate successful performance.	1A.3a.8 Analyze factors that create stress or motivate successful performance.
	1A.3b. Apply strategies to manage stress and to motivate successful performance.	1A.3b.6 Identify strategies to manage stress. 1A.3b.6 Identify strategies to motivate successful performance.	1A.3b.7 With support, apply strategies to manage stress. 1A.3b.7 With support, apply strategies to motivate successful performance.	1A.3b.8 Apply strategies to manage stress and to motivate successful performance.
B. Recognize personal qualities and external supports.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.3a.6 Identify factors that influence choices and successes.	1B.3a.7 Identify personal qualities that influence choices and successes.	1B.3a.8 Analyze how personal qualities influence choices and successes.
	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.3b.6 With support, identify school and community supports and opportunities that can contribute to school and life success.	1B.3b.7 Identify and begin to analyze school and community supports and opportunities that can contribute to school and life success.	1B.3b.8 Analyze how making use of school and community supports and opportunities can contribute to school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.2b.6 Set a short-term goal. 1C.2b.6 With support, make a plan for achieving the short-term goal	1C.2b.7 Set a short-term goal. 1C.2b.7 With support, make a plan for achieving the short-term goal	1C.3a.8 Set a short-term goal and make a plan for achieving it.
	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.3b.6 Determine if one achieved or did not achieve a goal. 1C.3b.6 With support, analyze why one achieved or did not achieve a goal.	1C.3b.7 With support, analyze why one achieved or did not achieve a goal.	1C.3b.8 Analyze why one achieved or did not achieve a goal.

	Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.			
Learning Standard	**Overall Benchmark**	**Grade 6 Benchmark**	**Grade 7 Benchmark**	**Grade 8 Benchmark**
A: Recognize the feelings and perspectives of others.	2A.3a. Predict others' feelings and perspectives in a variety of situations.	2A.3a.6 With support, predict others' feelings in a variety of situations.	2A.3a.7 Predict others' feelings in a variety of situations. 2A.3a.7 With support, predict others' perspectives in a variety of situations.	2A.3a.8 Predict others' feelings and perspectives in a variety of situations.
	2A.3b. Analyze how one's behavior may affect others.	2A.3b.6 Identify effects of one's behavior on others.	2A.3b.7 Describe effects of one's behavior on others.	2A.3b.8 Analyze how one's behavior may affect others.
B: Recognize individual and group similarities and differences.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	2B.3a.6 Define diversity and define bullying and provide examples from one's environments. 2B.3a.6 With support, identify strategies to address vulnerability to bullying.	2B.3a.7 Explain how diversity increases vulnerability to bullying. 2B.3a.7 Identify strategies to address vulnerability to bullying.	2B.3a.8 Explain how diversity increases vulnerability to bullying. 2B.3a.8 Apply strategies to address vulnerability to bullying.
	2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.3b.6 With support, identify actions one can take to oppose bullying.	2B.3b.7 With support, analyze the effects of taking action to oppose bullying based on individual and group differences.	2B.3b.8 Analyze the effects of taking action to oppose bullying based on individual and group differences.
C: Use communication and social skills to interact effectively with others.	2C.3a. Analyze ways to establish positive relationships with others.	2C.3a.6 Define positive relationships. 2C.3a.6 With support, identify ways to create positive relationships with others.	2C.3a.7 Identify ways to create positive relationships with others. 2C.3a.7 With support, identify ways to request support from and provide support to others.	2C.3a.8 Analyze ways to establish positive relationships with others. 2C.3a.8 Identify ways to request support from and provide support to others.
	2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.3b.6 Demonstrate cooperation and teamwork to promote group effectiveness.	2C.3b.7 Demonstrate cooperation and teamwork to promote group effectiveness. 2C.3b.7 With support, identify and describe one's contribution in groups as a member and leader.	2C.3b.8 Identify and describe one's contribution in groups as a member and leader.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	2D.3a.6 Identify strategies for preventing interpersonal problems. 2D.3a.6 Identify strategies for resolving interpersonal problems.	2D.3a.7 With support, evaluate strategies for preventing and resolving personal problems.	2D.3a.8 Evaluate strategies for preventing and resolving interpersonal problems.
	2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.3b.6 Define unhealthy peer pressure.	2D.3b.7 Identify and begin to evaluate strategies for resisting unhealthy peer pressure.	2D.3b.8 Evaluate strategies for resisting unhealthy peer pressure.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Learning Standard	**Overall Benchmark**	**Grade 6 Benchmark**	**Grade 7 Benchmark**	**Grade 8 Benchmark**
A: Consider ethical, safety, and societal factors in making decisions.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.3a.6 Demonstrate honesty, respect, fairness, and compassion. 3A.3a.6 Explain how honesty, respect, fairness, and compassion affect decision making.	3A.3a.7 With support, evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	3A.3a.8 Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
	3A.3b. Analyze the reasons for school and societal rules.	3A.3b.6 Identify the reasons for school and societal rules.	3A.3b.7 With support, analyze the reasons for school and societal rules.	3A.3b.8 Analyze the reasons for school and societal rules.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.3a. Analyze how decision-making skills improve study habits and academic performance.	3B.3a.6 Define effective study habits. 3B.3a.6 Understand the connection between effective study habits and academic performance.	3B.3A.7 Identify effective study habits and apply good decision-making skills to improve study habits and academic performance.	3B.3a.8 Analyze how decision-making skills improve study habits and academic performance.
	3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.6 Identify strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.7 With support, evaluate and apply strategies for resisting pressures to engage in unsafe or unethical activities.	3B.3b.8 Evaluate and apply strategies for resisting pressures to engage in unsafe or unethical activities.
C. Contribute to the well-being of one's school and community.	3C.3a. Evaluate one's participation in efforts to address an identified school need.	3C.3a.6 With support, evaluate one's participation in efforts to address an identified school need.	3C.3a.7 With support, evaluate one's participation in efforts to address an identified school need.	3C.3a.8 Evaluate one's participation in efforts to address an identified school need.
	3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.6 With support, evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.7 With support, evaluate one's participation in efforts to address an identified need in one's local community.	3C.3b.8 Evaluate one's participation in efforts to address an identified need in one's local community.