

4TH GRADE SOCIAL EMOTIONAL LEARNING CHECKLIST

Goals 1-3

Illinois Learning Standards A – D Performance Descriptors

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

EMOTIONS & BEHAVIOR

- _____ Identify and manage one's emotions and behavior.
- _____ List positive strategies for handling conflict.
- _____ Explain why characters in stories felt as they did.
- _____ Distinguish among emotions you might feel in various situations.
- _____ Use "I-statements" to express various emotions.
- _____ Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).
- _____ Demonstrate an awareness of how your behavior affects others.
- _____ Practice different strategies for handling upsetting situations.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify something you would like to be able to do better.
- _____ Describe ways in which you contribute to the school community.
- _____ Describe ways in which you help out at home.
- _____ List ways families can support students in school.
- _____ Describe how peers can support each other in school.
- _____ Measure your progress toward a personal goal.

GOALS

- _____ Demonstrate skills related to achieving personal and academic goals.
- _____ Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience).
- _____ Recognize how conditions and people have contributed to your achievement of a goal.
- _____ Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test).
- _____ Identify factors you could not change that prevented you from achieving a recent goal.
- _____ Evaluate what you might have done differently to achieve greater success on a recent goal.

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

FEELINGS AND PERSPECTIVES

- _____ Recognize the feelings and perspectives of others.
- _____ Label others' feelings based on verbal and non-verbal cues in different situations.
- _____ List strategies to support students who are left out or bullied.
- _____ Describe how one feels when left out of an activity or group.
- _____ Describe how one feels when bullied.
- _____ Predict possible responses to a range of emotions.
- _____ Use "I-statements" to let others know that you have heard them.
- _____ Recognize individual and group similarities and differences.
- _____ Recognize the different social groups in school.
- _____ Recognize the different cultural groups in school.
- _____ Compare and contrast social groups.

Use as a curriculum guide.

- _____ Compare and contrast cultural groups.
- _____ Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore.
- _____ Develop strategies for building relationships with others who are different from oneself.

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Identify ways to build positive relationships with peers, family and others.
- _____ Identify attributes of cooperative behavior in a group setting.
- _____ Demonstrate cooperative behaviors in a group.
- _____ Practice reflective listening (e.g., I messages, paraphrase).
- _____ Demonstrate how to initiate conversation with a new student.
- _____ Develop a plan that supports the improvement of behaviors within a group.

DEALING WITH CONFLICTS

- _____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- _____ Identify the consequences of a solution.
- _____ Identify assertive, passive and aggressive conflict resolution behaviors.
- _____ Describe conflicts you have experienced and how you dealt with them.
- _____ Generate alternative solutions for a conflict.
- _____ Demonstrate constructive conflict resolution strategies in the classroom.

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 factors that make a situation unsafe.
- _____ Recognize the consequences to oneself and others of dishonest behavior.
- _____ Evaluate how others influenced your decisions (e.g., family, church, team, club membership).
- _____ Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs).
- _____ Demonstrate respect for the property of others.
- _____ Demonstrate internet safety.
- _____ Show what it means to accept responsibility for one's actions with regard to school work.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Generate alternative solutions to problems.
- _____ Analyze the consequences of alternative solutions to selected scenarios.
- _____ Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life.
- _____ Demonstrate the steps of a decision-making process:
 - _____ define the problem
 - _____ say how you feel
 - _____ identify contributing factors
 - _____ set a goal
 - _____ identify alternative solutions and the consequences of each
 - _____ select the best solution
 - _____ evaluate the results.

Use as a curriculum guide.

_____ Apply a decision-making model to solve an interpersonal problem.

_____ Apply a decision-making model to academic challenges.

_____ Demonstrate awareness that feelings influence one's decisions.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

_____ Contribute to the well-being of one's school and community.

_____ Identify ways that community workers assist residents in protecting and improving neighborhoods.

_____ Analyze your rights and responsibilities as a member of your school community.

_____ Discuss your reasons for voting as you did in a simulated local, state, or national election.

_____ Participate in making and enforcing classroom rules.

_____ Brainstorm ways you could contribute to your community (e.g., help a neighbor, contribute to community safety, help keep your block clean).

_____ Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election.