

Learning Targets / Success Criteria:

Music Mindfulness

Priority Standard:	Illinois SEL Standards Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
Overarching Skills:	<u>Identify and manage one's emotions and behavior.</u> <u>Recognize personal qualities and external supports.</u> <u>Demonstrate skills related to achieving personal and academic goals.</u>
WALT:	We are learning to identify and manage one's emotions and behavior.
Success Criteria:	I can...recognize emotions as indicators of situations in need of attention. I can...distinguish how you really feel from how others expect you to feel. I can...distinguish between different emotions. I can...analyze emotional states that contribute to or detract from your ability to solve problems. I can...analyze the effect of self-talk on emotions. I can...Practice self-calming techniques to manage stress. I can...demonstrate an ability to process emotions to facilitate problem solving.
WALT:	We are learning to recognize personal qualities and external supports.
Success Criteria:	I can...identify extracurricular activities available to students. I can...recognize the outside influences on development of personal characteristics. I can...identify school support personnel and investigate how they assist students. I can...identify organizations in your community that provide opportunities to develop your interests or talents. I can...evaluate the benefits of participating in extracurricular activities. I can...evaluate how your physical characteristics have contributed to decisions you have made.
WALT:	We are learning to demonstrate skills related to achieving personal and academic goals.
Success Criteria:	I can...identify resources to help progress towards a goal. I can...analyze how barriers and supports influenced the completion of action steps toward achieving a goal. I can...analyze how you might have made better use of supports and overcome obstacles in working on a recent goal. I can...distinguish between a short- and long-term goal. I can...apply goal-setting skills to develop academic success. I can...set a positive social interaction goal.

Priority Standard:	Illinois SEL Standards Goal 2 - Use social awareness and interpersonal skills to establish and maintain positive relationships.
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Overarching Skills:	<u>Recognize the feelings and perspectives of others.</u> <u>Recognize individual and group similarities and differences.</u> <u>Use communication and social skills to interact effectively with others.</u> <u>Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</u>
WALT:	We are learning to recognize the feelings and perspectives of others.
Success Criteria:	I can...identify the feelings and perspective of others during group discussions. I can...recall a situation where your behavior impacted the feelings of others either positively or negatively. I can...describe how classmates who are the subject of rumors or bullying might feel. I can...distinguish between bullying and non-bullying situations. I can...role-play the perspectives of various characters in scenarios provided. I can...paraphrase the conflicting perspectives of parties to a conflict.
WALT:	We are learning to recognize individual and group similarities and differences.
Success Criteria:	I can...investigate the traditions of others. I can...identify negative depictions of differences among people in readings completed for coursework. I can...explain how a lack of understanding of social and cultural differences can contribute to intolerance. I can...evaluate ways of overcoming a lack of understanding of those who are different. I can...explain why bullying or making fun of others is harmful to oneself or others. I can...listen respectfully to opposing points of view on controversial issues.
WALT:	We are learning to use communications and social skills to interact effectively with others.
Success Criteria:	I can...role-play how to report bullying behavior. I can...participate in setting and enforcing class rules. I can...practice strategies for maintaining positive relationships. I can...recognize the importance of setting limits for yourself and others. I can...demonstrate an ability both to assume leadership and be a team player in achieving group goals. I can...learn to maintain an objective, non-judgemental tone during disagreements.
WALT:	We are learning to demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
Success Criteria:	I can...identify factors that contribute to violence. I can...list characteristics of friends who are a healthy or unhealthy influence. I can...identify strategies for avoiding, sidestepping, and reducing violence. I can...brainstorm destructive behaviors encouraged by peers. I can...analyze the causes of a physical or verbal fight you observed and prevention strategies. I can...practice negotiation skills in pairs, taking the perspective of both parties into account.

Priority Standard:	Illinois SEL Standards Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school. And community contexts.
Overarching Skills:	<u>Consider ethical, safety, and societal factors in making decisions.</u> <u>Apply decision-making skills to deal responsibly with daily academic and social situations.</u> <u>Contribute to the wellbeing of one's school and community.</u>
WALT:	We are learning to consider ethical, safety, and societal factors in making decisions.
Success Criteria:	I can...identify safe alternatives to risky behaviors. I can...describe common socially accepted behavior in a variety of situations. I can...define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. I can...assess one's own risk for various types of injury. I can...make journal entries on how your actions have affected others. I can...judge the seriousness of unethical behaviors.
WALT:	We are learning to apply decision-making skills to deal responsibly with daily academic and social situations.
Success Criteria:	I can...list qualities that contribute to friendships. I can...describe the effects of procrastination and disorganization on academic outcomes. I can...analyze how decision-making skills improve your study habits. I can...analyze each step of a decision-making process used in responding to problem scenarios. I can...reflect in a journal on the consequences of recent risk-taking behavior. I can...use a decision log for 24 hours to identify influences on health decisions. I can...demonstrate refusal skills.
WALT:	We are learning to contribute to the wellbeing of one's school and community.
Success Criteria:	I can...identify sources of information about the community. I can...identify responsibilities of citizenship. I can...analyze what can be learned about oneself and the community from involvement in a community improvement activity, I can...analyze the consequences of participating or not participating in the electoral process. I can...collect information about how groups are working to improve the community. I can...evaluate a recent project that addressed a community need or issue. I can...make a plan with family members to participate in a community improvement activity.