Minnesota Social Emotional Learning

6-8 Grade

Relationship Skills Competency R.6-8

1 **Demonstrates a range of communication and social skills to interact effectively.** R.6-8.1

- i Understand the different roles in a group, such as leader, facilitator, and follower and how these roles contribute to failure or success in group efforts. R.6-8.1.1
- ii Monitor how facial expressions, body language and tone impact interactions. R.6-8.1.2
- iii Students are able to respond with positive action steps from feedback. R.6-8.1.3
- iv Differentiate between passive, assertive and aggressive responses from others. R.6-8.1.4

2 **Cultivates constructive relationships with others.** R.6-8.2

- i Demonstrate strategies for resisting negative peer pressure. R.6-8.2.1
- ii Identify and demonstrate ways to be involved in constructive, prosocial activities with others. R.6-8.2.2
- iii Understand the potential consequences of safe and unsafe behaviors in relationships. R.6-8.2.3
- iv Demonstrate ability to develop relationships with peers that are effective and supportive. R.6-8.2.4

3 **Identifies and demonstrates approaches to addressing interpersonal conflict.** R.6-8.3

- i Reflect on their role in conflict. R.6-8.3.1
- ii Identify how all parties in conflict might get their needs met – a win-win situation. R.6-8.3.2
- iii Apply conflict resolution skills to de-escalate, defuse, and resolve differences. R.6-8.3.3
- iv Identify positive support people to seek out in a conflict situation. R.6-8.3.4

Self-Awareness Competency SA.6-8

1 **Demonstrates an awareness and understanding of own emotions.** SA..6-8.1

- i Recognize the importance of complex emotions, such as an indicator of a situation that needs attention. SA.6-8.1.1
- ii Analyze their emotional states that contribute to or detract from their ability to problem-solve. SA.6-8.1.2

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iii Assess emotional reactions in different contexts, such as face-to- face or through electronic communication. SA.6-8.1.3

2 **Demonstrates awareness of personal strengths, challenges, aspirations and cultural, linguistic, and community assets.** SA.6-8.2

i Self-reflect to recognize their strengths to meet a need and/or address a challenge. SA.6-8.2.1

ii Analyze how their personal qualities and temperaments influence choices and successes. SA.6-8.2.2

iii Identify and enhance an individual affinity/interest group, such as an extracurricular group or after school group. SA.6-8.2.3

3 **Demonstrates awareness of personal rights and responsibilities.** SA.6-8.3

i Demonstrate how to assert rights in a way that respects the rights of others. SA.6-8.3.1

ii Analyze the short and long-term outcomes of choices and behavior. SA.6-8.3.2

iii Identify areas of control one has over situations in life. SA.6-8.3.3

iv Defines their responsibility for the outcomes of safe, risky or harmful behaviors. SA.6-8.3.4

Self-Management Competency SM.6-8

1 **Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.** SM.6-8.1

i Apply strategies to manage stress. SM.6-8.1.1

ii Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts. SM.6-8.1.2

iii Evaluate the role attitudes play in being successful. SM.6-8.1.3

iv Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building. SM.6-8.1.4

v Apply strategies to motivate successful performance (perseverance). SM.6-8.1.5

2 **Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.** SM.6-8.2

i Connect goal-setting skills to academic, personal and civic success. SM.6-8.2.1

ii Monitor progress towards goals and adjust steps as needed. SM.6-8.2.2

iii Demonstrate the ability to balance and prioritize multiple goals. SM.6-8.2.3

iv Utilize internal and external resources to help achieve goals. SM.6-8.2.4

v Demonstrate the ability to filter feedback from adults and peers. SM.6-8.2.5

Social Awareness Co

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1 **Demonstrates awareness of and empathy for individuals, their emotions, xperiences and perspectives through a cross-cultural lens.** SAC. 6-8.1

i Analyze how their behavior affects the emotions of others, and determine ways to adjust accordingly. SAC. 6-8.1.1

ii Summarize another's point of view. SAC. 6-8.1.2

iii Predict others' feelings and perspectives in a variety of situations. SAC. 6-8.1.3

iv Recognize the factors that impact how they are perceived by others. SAC. 6-8.1.4

2 Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories. SAC. 6-8.2

i Analyze how people of different groups can help one another and show appreciation for one another. SAC. 6-8.2.1

ii Describe ways that communities and cultures are similar and different. SAC. 6-8.2.2

iii Recognize how similarities and differences in cultural norms and social cues affect the way people interact. SAC. 6-8.2.3

iv Explain how decisions and behaviors of individuals affect the well-being of schools or communities. SAC. 6-8.2.4

3 Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals. SAC. 6-8.3

1. Explain how individual attitudes and behaviors affect the well-being of their school or community. SAC. 6-8.3.1

ii Learn about social movements, such as civil rights, abolition and suffrage, and the leaders of the movements and strategies. SAC. 6-8.3.2

iii Work collaboratively with peers to analyze and address a shared school initiative. SAC. 6-8.3.3

4 Demonstrates awareness of external supports and when supports are needed. SAC. 6-8.4

i Apply qualities of positive peer and adult role models to self. SAC. 6-8.4.1

ii Recognize a situation when support was needed but students did not ask for it. SAC. 6-8.4.2

iii Analyze whether peers, school, and community members are supportive or non-supportive in accomplishing goals. SAC. 6-8.4.3

Responsible Decision-Making Competency RDM. 6-8

6-8. Responsible Decision-Making Competency RDM. 6-8