

Use as a curriculum guide.

**5<sup>TH</sup> GRADE SOCIAL EMOTIONAL  
LEARNING CHECKLIST**  
Goals 1-3  
Illinois Learning Standards A – D  
Performance Descriptors

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

**EMOTIONS & BEHAVIOR**

- \_\_\_\_\_ Identify and manage one's emotions and behavior.
- \_\_\_\_\_ Describe the physical responses common to a range of emotions.
- \_\_\_\_\_ Describe emotions associated with personal experiences.
- \_\_\_\_\_ Practice expressing positive feelings about others.
- \_\_\_\_\_ Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).
- \_\_\_\_\_ Demonstrate emotions in various contexts in role-plays.
- \_\_\_\_\_ Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).

**PERSONAL QUALITIES & EXTERNAL SUPPORTS**

- \_\_\_\_\_ Recognize personal qualities and external supports.
- \_\_\_\_\_ Describe a time and situation you needed help.
- \_\_\_\_\_ Identify reliable adults from whom you would seek help in various situations.
- \_\_\_\_\_ Describe how you would improve your ability to perform a valued skill.
- \_\_\_\_\_ Explain how adult role models influence your aspirations for the future.
- \_\_\_\_\_ Practice strategies that support peers in school.
- \_\_\_\_\_ Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).