

Forsyth County  
Guide to Social Emotional Learning  
Secondary Level

**Goal I:** Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems

**Objective A: Student Demonstrates an Awareness of Own Emotions:**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Recognizes uncomfortable emotions as indicators of situations in need of attention</li><li>● Analyzes emotional states that contribute to or detract from one's ability to problem solve</li><li>● Explains possible outcomes associated with different ways of communicating emotions</li></ul>        |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Identifies personal emotions as valid, regardless of others' expectations</li><li>● Identifies the event or thought that triggered an emotion</li><li>● Describes the effect of self-talk on emotions</li></ul>                                                                                         |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Describes how changing one's interpretation of an event can alter one's feelings about it</li><li>● Uses self-reflection to assess whether one's emotions are reasonable for a situation</li><li>● Acknowledges an emotion and determines the appropriate time and place to safely process it</li></ul> |

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**Objective B: Student Demonstrates Awareness of Personal Qualities:**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Analyzes how personal qualities and temperaments influence choices and success</li><li>● Applies self-reflection techniques to recognize one's strengths, areas for growth, and potential</li><li>● Implements a plan to build on strengths, meet a need, or address a challenge</li><li>● Explore possible career and volunteer opportunities based on one's identified interests and strengths</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Identifies things about oneself that cannot be changed and devotes one's energy to something that can be changed</li><li>● Recognizes one's personal learning style and finds ways to employ it</li><li>● Identifies possible career and volunteer opportunities based on one's identified interests and strengths</li></ul>                                                                               |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Finds and enhances an affinity</li><li>● Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly</li><li>● Analyzes how personal qualities help on to contribute to family and community</li></ul>                                                                                                                                                      |

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**Objective C: Student Demonstrates Awareness of External Supports:**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Identifies peer and adult role models as sources of support</li><li>● Evaluates the benefits of participation in extracurricular activities</li><li>● Identifies societal influences on the development of personal characteristics</li><li>● Analyzes whether societal influences are supportive or non-supportive</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Identifies school support personnel and knows when and how to access them</li><li>● Identifies organizations in one's community that provide opportunities to develop interests or talents</li><li>● Seeks out and identifies adult role models</li></ul>                                                                     |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Accesses community resources to help one achieve goals</li><li>● Develops systems of support that contribute to school and life success</li><li>● Accesses safety networks for self and others</li></ul>                                                                                                                      |

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**Objective D: Student Has a Sense of Personal Responsibility:**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Identifies the areas of control one has over situations in life</li><li>● Analyzes the short and long term effects of safe, risky, and harmful behaviors</li><li>● Defines one's responsibility for the effects of safe, risky, and harmful behaviors</li></ul>            |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others</li><li>● Describes how taking personal responsibility can lead to success</li><li>● Demonstrates an ability to take responsibility for one's choices</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Analyzes the levels of control one has over situations in life</li><li>● Identifies one's role(s) in improving the community</li><li>● Describes one's circles of influence in life</li></ul>                                                                              |

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**Goal II:** Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success

**Objective A:** Student demonstrates ability to manage emotions constructively

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Applies stress management strategies</li><li>● Applies self-motivation strategies such as self-talk</li><li>● Assesses possible consequences, both positive and negative, of expressing an emotion</li><li>● Generates ways to develop positive attitudes (optimism)</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Evaluates the role attitude plays in success (i.e. pessimism vs. optimism)</li><li>● Practices strategies for coping with and overcoming feelings of rejection, social isolation and other forms of stress</li></ul>                                                           |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Reframes one's viewpoint</li><li>● Incorporates personal management skills on a daily basis, including work/study skills, personal resources, and time management</li><li>● Demonstrates effective emotional management consistently</li></ul>                                 |

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**Goal II:** Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success

**Objective B: Student demonstrates honesty/integrity**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Describes personal behaviors which were honest and displayed integrity</li><li>• Identifies personal characteristics and values</li><li>• Analyzes how honesty and integrity influence relationships</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Analyzes one's own behavior to determine whether or not one is being true to one's values</li><li>• Analyzes whether self is behaving in an honest manner and adjusts accordingly</li></ul>                    |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Applies honesty and personal integrity to one's actions</li><li>• Assesses the correlation between one's actions and reputation</li><li>• Evaluates consistency between one's words and actions</li></ul>      |

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**Goal II:** Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success

**Objective C: Student demonstrates ability to set and achieve goals**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Applies goal-setting skills to promote academic success</li><li>• Sets a positive social interaction goal</li><li>• Demonstrates goal-setting skills relating to potential career paths</li></ul>                   |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Monitors progress toward achieving a goal, and makes adjustments to one's plan as needed</li><li>• Identifies outside resources that can help in achieving a goal</li><li>• Sets a positive academic goal</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Sets a post-secondary goal with action steps, time frames, and criteria for evaluating achievement</li><li>• Demonstrates an understanding that goal setting promotes life-long success</li></ul>                   |

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**Goal III:** Develop social awareness skills needed to establish and maintain positive relationships

**Objective A:** Student demonstrates awareness of other’s emotions and perspectives

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Analyzes ways one’s behavior may affect the feelings of others and adjusts accordingly</li><li>● Identifies constructive ways to provide support and encouragement to others</li><li>● Demonstrates respect for other people’s perspectives</li></ul>                                                           |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Identifies verbal, physical, and situational cues that indicate how others may feel</li><li>● Uses communication skills to elicit the perspectives of others</li><li>● Demonstrates ability to listen responsively to different opinions</li><li>● Demonstrates ability to express empathy for others</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Differentiates between the factual and emotional content of what a person says</li><li>● Expresses empathy towards others</li><li>● Compares multiple perspectives on an issue</li></ul>                                                                                                                        |



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**Goal III:** Develop social awareness skills needed to establish and maintain positive relationships

**Objective B:** Student demonstrates consideration for other and a desire to contribute to the well-being of school and community

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Explains how one's decisions and behaviors affect the well-being of the school and community</li><li>● Explores a community or global need and generates possible solutions</li></ul>                               |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Works cooperatively with others to implement a strategy to address a need in the broader community</li><li>● Analyzes the impact of one's involvement in an activity to improve one's school or community</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Participates in activities as change agents within one's community/world</li><li>● Analyzes one's responsibilities as an involved citizen of a democratic society</li></ul>                                         |

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**Goal III:** Develop social awareness skills needed to establish and maintain positive relationships

**Objective C:** Student demonstrates an awareness of cultural issues and a respect for human dignity and differences

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Analyzes how people of different groups can help one another and enjoy each other's company</li><li>• Explains how individual, social, and cultural differences may increase vulnerability to stereotyping and identifies ways to address this</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Demonstrates respect for individuals from different social and cultural groups</li><li>• Participates in cross-cultural activities</li></ul>                                                                                                             |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Evaluates strategies for being respectful of others and opposing stereotyping and prejudice</li><li>• Assesses the value of advocating for the rights of others</li></ul>                                                                                |

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**Goal III:** Develop social awareness skills needed to establish and maintain positive relationships

**Objective D:** Student can read social cues

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Analyzes socially acceptable responses to various situations (e.g. school dance, peer pressure situations, cliques, public speaking)</li><li>• Respects personal boundaries of self and others (friends, family members, teachers)</li></ul> |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Evaluates how societal and cultural norms and mores have an effect on personal interactions</li><li>• Reads social cue and predicts the impact of reactions to those cues</li></ul>                                                          |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Recognizes and responds to social cues in a manner that contributes to life-long success</li><li>• Reads social cues accurately and responds to socially acceptable ways</li></ul>                                                           |

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**Goal IV:** Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships

**Objective A:** Student uses positive communication and social skills to interact effectively with others

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Demonstrates an ability to be a team player in achieving group goals</li><li>• Demonstrates ability to perform different roles in cooperative groups (i.e. leader, recorder, reporter, time-keeper)</li></ul>                                     |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Demonstrates collaboration strategies to move group efforts forward</li><li>• Offers and accepts constructive criticism in order to make improvements</li><li>• Works to maintain an objective, nonjudgmental tone during disagreements</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Uses assertive communication to get needs met without negatively impacting others</li><li>• Empowers, encourages, and affirms oneself and others</li></ul>                                                                                        |

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**Goal IV: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships**

**Objective B: Student develops constructive relationships**

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| <p>Learning Targets<br/>Grades 6-8</p>   | <ul style="list-style-type: none"><li>● Identifies behaviors in which peers may pressure one to engage</li><li>● Identifies peer pressure strategies</li><li>● Demonstrates strategies for resisting peer pressure</li><li>● Involves oneself in affirmative activities with his or her peer group</li></ul>                                                                                                |
| <p>Learning Targets<br/>Grades 9-10</p>  | <ul style="list-style-type: none"><li>● Explains benefits of setting limits for oneself and others (boundaries)</li><li>● Engages in strategies for maintaining constructive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness)</li><li>● Identifies the qualities and benefits of someone who is or might be a mentor</li></ul> |
| <p>Learning Targets<br/>Grades 11-12</p> | <ul style="list-style-type: none"><li>● Actively participates in a healthy support network of valued relationships</li><li>● Independently seeks out relationships that support one's development through life</li></ul>                                                                                                                                                                                    |

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**Goal IV: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships**

**Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Applies conflict resolution skills to deescalate, defuse, and resolve differences</li><li>● Identifies how all parties in a conflict might get their needs met (win-win)</li><li>● Identifies positive support people to seek out in a conflict situation/crisis</li></ul>                                                                                          |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Analyzes how responsive listening helps in preventing and resolving conflicts</li><li>● Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety</li><li>● Accesses conflict resolution and problem solving resources (i.e. security, trusted adults, peer mediators, counselors) when needed</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Demonstrates an ability to co-exist civilly in the face of unresolved conflict</li><li>● Uses prevention, management, and resolution skills to resolve interpersonal conflicts constructively</li><li>● Evaluates and reflects on one's own role in a conflict and utilizes this information to better one's behavior in the future</li></ul>                       |

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**Goal V:** Demonstrate decision-making skills, problem solving skills, and responsible behaviors in school, personal and community contexts

**Objective A:** Student considers ethical, safety and societal factors in making decisions

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Evaluates how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions</li><li>● Describes the power of a bystander in a bullying or sexual harassment situation</li><li>● Analyzes the reasons for school and societal rules</li></ul>                                       |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Demonstrates ability to consider personal responsibility in making ethical decisions</li><li>● Applies bystander strategies in a bullying or sexual harassment situation</li><li>● Evaluates how external influences (e.g. media, peers, social and cultural norms, and expectations of authority) affect one's decision-making</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Applies ethical reasoning to evaluate societal practices</li><li>● Analyzes own role in situations where others are threatened with either physical or emotional harm</li><li>● Examines how the norms of different societies and cultures influence their members' decisions and behaviors</li></ul>                                     |

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**Goal V:** Demonstrate decision-making skills, problem solving skills, and responsible behaviors in school, personal and community contexts

**Objective B: Student uses effective decision-making skills**

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>• Identifies and applies the steps of systematic decision-making</li><li>• Evaluates strategies for avoiding risky behavior</li></ul>                  |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>• Regularly utilizes the steps of systematic decision-making</li><li>• Applies strategies for avoiding risky behavior</li></ul>                        |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>• Applies effective decision-making skills to foster responsible social and work relations and to make healthy choices throughout one's life</li></ul> |



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**Goal V:** Demonstrate decision-making skills, problem solving skills, and responsible behaviors in school, personal and community contexts

**Objective C:** Student applies problem solving skills to deal responsibly with daily academic and social situations

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| Learning Targets<br>Grades 6-8   | <ul style="list-style-type: none"><li>● Analyzes how decision-making skills affect study habits and academic performance</li><li>● Evaluates strategies for resisting pressures to engage in unsafe or unethical activities</li></ul>                                                                                                                                                             |
| Learning Targets<br>Grades 9-10  | <ul style="list-style-type: none"><li>● Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions</li><li>● Applies decision-making skills to establish responsible social and work relationships and to make healthy life-long choices</li><li>● Analyzes how present decision-making affects college and career choices</li></ul> |
| Learning Targets<br>Grades 11-12 | <ul style="list-style-type: none"><li>● Evaluates how decision-making affects interpersonal and group relationships</li><li>● Applies problem solving and decision making skills in one's daily life</li></ul>                                                                                                                                                                                    |