



Enlarged City School District

CECSD Social Emotional Learning Standards

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| <p><u>Core Competency 1: Develop self-awareness and self-management skills to achieve school and life success.</u></p> <p><u>Self-Awareness:</u></p> <ul style="list-style-type: none"> • Emotional Awareness • Self-Assessment <p><u>Self-Management:</u></p> <ul style="list-style-type: none"> • Goal-Setting and Monitoring • Personal Management Skills | <p>Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.</p> |
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| Learning Standard | K-2 | 3-6 | 7-8 | 9-10 | 11-12 |
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| <p>1A. Identify and manage one's emotions and behavior.</p> <ul style="list-style-type: none"> • Students recognize and accurately label their emotions. • Students describe their emotions and identify the situations that trigger them. • Students describe how their own behavior can be impacted by their emotions. • Students can use self-reflection to make sure the intensity of their emotions is in line with the situation. • Students are aware of how their emotions and behaviors impact learning during instruction. • Students can describe the role attitude plays in determining success, i.e., pessimism vs. optimism. | <p>1a. Recognize and accurately label emotions and how they are linked to behavior.</p> <p style="text-align: center;">Examples</p> | <p>2a. Describe a range of emotions and the situations that cause them.</p> | <p>3a. Analyze factors that create stress or motivate successful performance.</p> | <p>4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> | <p>5a. Evaluate how expressing one's emotions in different situations affects others.</p> |
| | <p>1b. Demonstrate control of my behavior.</p> | <p>2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> | <p>3b. Apply strategies to manage stress and to motivate successful performance.</p> | <p>4b. Use appropriate decision making to make responsible decisions.</p> | <p>5b. Evaluate how expressing more positive attitudes influences others.</p> |

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| 1B. Recognize personal qualities and external supports. <ul style="list-style-type: none"> • Students describe their own strengths and areas for improvement. • Students identify their own needs and values. • Students identify their likes and dislikes. • Students identify things that they have accomplished. • Students identify when they need help. • Students describe how their behavior influences the classroom and school community. • Students can describe connections between their efforts and academic and behavioral results. | 1B.1a. Identify my likes and dislikes, basic needs and wants, strengths and challenges. | 1B.2a. Describe personal skills and interests that one wants to develop. | 1B.3a. Analyze how personal qualities influence choices and successes. | 1B.4a. Set priorities in building on strengths and identifying areas for improvement. | 1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge. |
| | 1B.1b. Identify family, peer, school, and community strengths. | 1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. | 1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success. | 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success. | 1B.5b. Evaluate how developing interests and filling useful roles support school and life success. |

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| 1C. Demonstrate skills related to achieving personal and academic goals. <ul style="list-style-type: none"> • Students identify obstacles to achieving their goals and work to overcome them. • Students monitor their own progress towards achieving their goals and make adjustments as needed. • Students analyze why they did or did not achieve their goals. • Students can describe and evaluate action steps for achieving short-term and long-term goals. • Students can identify outside resources that can help in achieving their goals. • Students demonstrate an understanding that goal setting promotes success. • Students identify and use strategies for managing their emotions and behaviors. • Students demonstrate control of impulsive behavior. • Students use coping skills to manage stressful situations. • Students self-advocate in a respectful and deliberate manner. • Students can adjust behaviors based on specific teacher feedback. • Students incorporate personal management skills, such as time management and organizational skills, into daily activities. | 1C.1a. Describe why school is important in helping students achieve personal goals. | 1C.2a. Describe the steps in setting and working toward goal achievement. | 1C.3a. Set a short-term goal and make a plan for achieving it. | 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals. | 1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. |
| | 1C.1b. Identify goals for academic success and classroom behavior. | 1C.2b. Monitor progress on achieving a short-term personal goal. | 1C.3b. Analyze why one achieved or did not achieve a goal. | 1C.4b. Apply strategies to overcome obstacles to goal achievement. | 1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria. |



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| <p><u>Core Competency 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.</u></p> <p><u>Social Awareness:</u></p> <ul style="list-style-type: none"> • Empathy and Perspective Taking • Understanding Differences • Politeness and Understanding Social Norms <p><u>Relationship Skills:</u></p> <ul style="list-style-type: none"> • Communication Skills • Healthy Relationships • Collaboration • Helping others | <p>Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.</p> |
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| Learning Standard | K-2 | 3-6 | 7-8 | 9-10 | 11-12 |
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| <p>2A. Recognize the feelings and perspectives of others.</p> <ul style="list-style-type: none"> • Students use verbal, physical, and situational cues to determine how others are feeling. • Students understand and can explain others' points of view. • Students identify words and actions that are hurtful to others. • Students recognize how their actions impact others and adjust their behavior accordingly. • Students can explain how individual, social, and cultural differences may increase vulnerability to bullying and show empathy towards those experiencing it. • Students evaluate how expressing more positive attitudes might influence others and act on this understanding. • Students understand the needs of others. | <p>2A.1a. Recognize that others may experience situations differently from oneself.</p> | <p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> | <p>2A.3a. Predict others' feelings and perspectives in a variety of situations.</p> | <p>2A.4a. Analyze similarities and differences between one's own and others' perspectives.</p> | <p>2A.5a. Demonstrate how to express understanding of those who hold different opinions.</p> |
| | <p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p> | <p>2A.2b. Describe the expressed feelings and perspectives of others.</p> | <p>2A.3b. Analyze how one's behavior may affect others.</p> | <p>2A.4b. Use conversation skills to understand others' feelings and perspectives.</p> | <p>2A.5b. Demonstrate ways to express empathy for others.</p> |

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| 2B. Recognize individual and group similarities and differences. <ul style="list-style-type: none"> • Students demonstrate an awareness of the differences among individuals', groups', and others' language and cultural backgrounds. • Students recognize that others have different perspectives and are respectful of their differences. • Students know about the interests and backgrounds of their peers. • Students treat each other with care and respect. • Students demonstrate an awareness of the importance of personal space. • Students demonstrate an awareness of the expectations for social interactions in a variety of settings. • Students welcome all members of the school community and guests to the classroom. | 2B.1a. Describe the ways that people are similar and different. | 2B.2a. Identify differences among and contributions of various social and cultural groups. | 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. | 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. | 2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. |
| | 2B.1b. Describe positive qualities in others. | 2B.2b. Demonstrate how to work effectively with those who are different from oneself. | 2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences. | 2B.4b. Demonstrate respect for individuals from different social and cultural groups. | 2B.5b. Evaluate how advocacy for the rights of others contributes to the common good. |

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| 2C. Use communication and social skills to interact effectively with others. <ul style="list-style-type: none"> • Students pay attention to others when they are speaking. • Students initiate and maintain conversations. • Students use assertive communication to get their needs met without negatively impacting others. • Students can describe the role of body language and facial expressions in communication. • Students use effective and culturally appropriate communication skills to present their point of view. • Students recognize that effective communication strategies may differ depending on the audience. • Students understand the appropriate usage of social media when communicating with others. | 2C.1a. Identify ways to work and play well with others. | 2C.2a. Describe approaches for making and keeping friends. | 2C.3a. Analyze ways to establish positive relationships with others. | 2C.4a. Evaluate the effects of requesting support from and providing support to others. | 2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. |
| | 2C.1b. Demonstrate appropriate social and classroom behavior. | 2C.2b. Analyze ways to work effectively in groups. | 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness. | 2C.4b. Evaluate one's contribution in groups as a member and leader. | 2C.5b. Plan, implement, and evaluate participation in a group project. |



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| <p><u>Core Competency 3: Demonstrate decision-making skills and responsible behaviors.</u></p> <p><u>Responsible Decision-Making:</u></p> <ul style="list-style-type: none"> • Analysis • Persistence • Understanding Impact of Decisions • Group Decision Making | <p>Why this goal is important: Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making.</p> |
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| <p>3A. Consider ethical, safety, and societal factors in making decisions.</p> <ul style="list-style-type: none"> • Students recognize that they have choices in how to respond to a situation. • Students reflect on possible consequences, both negative and positive, before making a decision. • Students identify and evaluate strategies to succeed academically, behaviorally, and socially. • Students consider ethical, safety, and societal factors and consequences when making decisions. • Students consider input from others when making decisions. • Students take the needs of others into account when making decisions. • Students consider the effect of external influences, such as media, peers, social and cultural norms, and expectations of authority, on their decision-making. • Students identify challenges in solving problems and potential solutions. • Students evaluate the costs and benefits of taking academic and social risks in the classroom | <p>3A.1a. Explain why unprovoked acts that hurt others are wrong.</p> | <p>3A.2a. Demonstrate the ability to respect the rights of self and others.</p> | <p>3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p> | <p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p> | <p>3A.5a. Apply ethical reasoning to evaluate societal practices.</p> |
| | <p>3A.1b. Identify social norms and safety considerations that guide behavior.</p> | <p>3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p> | <p>3A.3b. Analyze the reasons for school and societal rules.</p> | <p>3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> | <p>3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p> |

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| <p>3B. Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <ul style="list-style-type: none"> • Students understand how decisions made now can impact their future and have long-term effects. • Students accept responsibility for their decisions, both positive and negative. • Students evaluate the impact of their decisions and modify their decisions if necessary. • Students can explain how decision-making skills can improve study habits and academic performance. • Students follow through on commitments once a decision is made. | <p>3B.1a. Identify a range of decisions that students make at school.</p> | <p>3B.2a. Identify and apply the steps of systematic decision making.</p> | <p>3B.3a. Analyze how decision-making skills improve study habits and academic performance.</p> | <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> | <p>3B.5a. Analyze how present decision making affects college and career choices.</p> |
| | <p>3B.1b. Make positive choices when interacting with classmates.</p> | <p>3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> | <p>3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p> | <p>3B.4b. Apply decision-making skills to establish responsible social and work relationships.</p> | <p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p> |

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| <p>3C. Contribute to the well-being of one's school and community.</p> <ul style="list-style-type: none"> • Students play a developmentally appropriate role in classroom management and school governance. • Students actively participate in improving classroom culture. • Students identify ways that they can help improve their classroom and school community. • Students effectively participate in group decision-making. | <p>3C.1a. Identify and perform roles that contribute to one's classroom.</p> | <p>3C.2a. Identify and perform roles that contribute to the school community.</p> | <p>3C.3a. Evaluate one's participation in efforts to address an identified school need.</p> | <p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p> | <p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> |
| | <p>3C.1b. Identify and perform roles that contribute to one's family.</p> | <p>3C.2b. Identify and perform roles that contribute to one's local community.</p> | <p>3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p> | <p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p> | <p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p> |