


Social Emotional Standards*

<p>Competency I: Develop self-awareness and self-management skills to achieve school and life success.</p> 	<p>Why this competency 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 <i>persevere</i> 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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Standard I	Early Childhood (EC)	Early Elementary (EE)	Late Elementary (LE)	Middle (M)	Early H.S. (EHS)	Late H.S. (LHS)
A. Identify and manage one's emotions and behavior.	IA.1a. Expresses feelings through appropriate gestures, actions and language.	IA.1a. Recognize and accurately label emotions and how they are linked to behavior.	IA.2a. Describe a range of emotions and the situations that cause them.	IA.3a. Analyze factors that create stress or motivate successful performance.	IA.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	IA.5a. Evaluate how expressing one's emotions in different situations affects others.
	IA.1b. Emerging control of impulsive behavior.	IA.1b. Demonstrate control of impulsive behavior.	IA.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	IA.3b. Apply strategies to manage stress and to motivate successful performance.	IA.4b. Generate ways to develop more positive attitudes.	IA.5b. Evaluate how expressing more positive attitudes influences others.

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B. Recognize personal qualities and external supports.	IB. 1a. Develops personal preferences, expresses needs and wants, likes and dislikes.	IB.1a. Identify one’s likes and dislikes, needs and wants, strengths and challenges.	IB.2a. Describe personal skills and interests that one wants to develop.	IB.3a. Analyze how personal qualities influence choices and successes.	IB.4a. Set priorities in building on strengths and identifying areas for improvement.	IB.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	IB.1b. Shows curiosity. Expresses interest in people.	IB.1b. Identify family, peer, school, and community strengths.	IB.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	IB.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	IB.4b. Analyze how positive adult role models and support systems contribute to school and life success.	IB.5b. Evaluate how developing interests and filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	IC.1a. Shows curiosity. Shows interest in learning new things and trying new experiences.	IC.1a. Describe why school is important in helping students achieve personal goals.	IC.2a. Describe the steps in setting and working toward goal achievement.	IC.3a. Set a short-term goal and make a plan for achieving it.	IC.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	IC.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	IC.1b. Takes initiative and begins to make choices.	IC.1b. Identify goals for academic success and classroom behavior.	IC.2b. Monitor progress on achieving a short-term personal goal.	IC.3b. Analyze why one achieved or did not achieve a goal.	IC.4b. Apply strategies to overcome obstacles to goal achievement.	IC.5b. Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.

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<p>Competency II: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>The diagram consists of three overlapping circles. The top-left circle is blue and labeled 'SOCIAL AWARENESS' with the subtitle 'Showing understanding and empathy for others.' The top-right circle is green and labeled 'Emotional Learning'. The bottom circle is blue and labeled 'RELATIONSHIP SKILLS' with the subtitle 'Forming positive relationships, working in teams, dealing effectively with conflict'.</p>	<p>Why this competency is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to <i>recognize the thoughts, feelings, and perspectives of others</i>, 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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Standard II	Early Childhood (EC)	Early Elementary (EE)	Late Elementary (LE)	Middle (M)	Early H.S. (EHS)	Late H.S. (LHS)
A: Recognize the feelings and perspectives of others.	IIA.1a. Begins to examine a situation from another person’s perspective.	IIA.1a. Recognize that others may experience situations differently from oneself.	IIA.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	IIA.3a. Predict others’ feelings and perspectives in a variety of situations.	IIA.4a. Analyze similarities and differences between one’s own and others’ perspectives.	IIA.5a. Demonstrate how to express understanding of those who hold different opinions.
	IIA.1b. Listens while others are speaking. Respects the personal space of others.	IIA.1b. Use listening skills to identify the feelings and perspectives of others.	IIA.2b. Describe the expressed feelings and perspectives of others.	IIA.3b. Analyze how one’s behavior may affect others.	IIA.4b. Use conversation skills to understand others’ feelings and perspectives.	IIA.5b. Demonstrate ways to express empathy for others.
B: Recognize individual and group similarities and differences.	IIB.1a. Knowledge of Others. Respects similarities and differences among people.	IIB.1a. Describe the ways that people are similar and different.	IIB.2a. Identify differences among and contributions of various social and cultural groups.	IIB.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	IIB.4a. Analyze the origins and negative effects of stereotyping and prejudice.	IIB.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
		IIB.1b. Describe positive qualities in others.	IIB.2b. Demonstrate how to work effectively with those who are different from oneself.	IIB.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	IIB.4b. Demonstrate respect for individuals from different social and cultural groups.	IIB.5b. Evaluate how advocacy for the rights of others contributes to the common good.

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Standard II	Early Childhood (EC)	Early Elementary (EE)	Late Elementary (LE)	Middle (M)	Early H.S. (EHS)	Late H.S. (LHS)
C: Use all forms of communication and social skills to interact effectively with others.	IIC.1a. Developing knowledge of others. Works cooperatively with children and adults.	IIC.1a. Identify ways to work and play well with others.	IIC.2a. Describe approaches for making and keeping friends.	IIC.3a. Analyze ways to establish positive relationships with others.	IIC.4a. Evaluate the effects of requesting support from and providing support to others.	IIC.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	IIC.1b. Participates successfully as a member of a group. Plays and participates cooperatively with others.	IIC.1b. Demonstrate appropriate social and classroom behavior.	IIC.2b. Analyze ways to work effectively in groups.	IIC.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	IIC.4b. Evaluate one's contribution in groups as a member and leader.	IIC.5b. Plan, implement, and evaluate participation in a group project.
D. Demonstrate an Ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	IID.1a. Recognizes problems and conflicts and begins the problem solving process.	IID.1a. Identify problems and conflicts commonly experienced by peers.*	IID.2a. Describe causes and consequences of conflicts.	IID.3a. Evaluate strategies for preventing and resolving interpersonal problems.	IID.4a. Analyze how listening and talking accurately help in resolving conflicts.	IID.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	IID.1b. Resolves conflicts with others with adult assistance Attempts to solve problems without adult help.	IID.1b. Identify approaches to resolving conflicts constructively.	IID.2b. Apply constructive approaches in resolving conflicts.	IID.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	IID.4b. Analyze how conflict-resolution skills contribute to work within a group.	IID.5b. Evaluate current conflict-resolution skills and plan how to improve them.

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<p>Competency III: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>		<p>Why this competency 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 <i>solve problems</i> 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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Standard III	Early Childhood (EC)	Early Elementary (EE)	Late Elementary (LE)	Middle (M)	Early H.S. (EHS)	Late H.S. (LHS)
<p>A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>III.A.1a. Begins to examine situation from another’s perspective. Expresses empathy.</p>	<p>III.A.1a. Explain why unprovoked acts that hurt others are wrong.</p>	<p>III.A.2a. Demonstrate the ability to respect the rights of self and others.</p>	<p>III.A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	<p>III.A.4a. Demonstrate personal responsibility in making ethical decisions.</p>	<p>III.A.5a. Apply ethical reasoning to evaluate societal practices.</p>
	<p>III.A.1b. Begins to consider others wants and needs.</p>	<p>III.A.1b. Identify social norms and safety considerations that guide behavior.</p>	<p>III.A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p>	<p>III.A.3b. Analyze the reasons for school and societal rules.</p>	<p>III.A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>	<p>III.A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p>

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B: Apply decision-making skills to deal responsibly with daily academic and social situations.		III.B.1a. Identify a range of decisions that students make at school.	III.B.2a. Identify and apply the steps of systematic decision making.	III.B.3a. Analyze how decision-making skills improve study habits and academic performance.	III.B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	III.B.5a. Analyze how present decision making affects college and career choices.
	III.B.1b. Knowledge of others, respects the rights of others, listens, takes turns, follows rules and respects personal space.	III.B.1b. Make positive choices when interacting with classmates.	III.B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	III.B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	III.B.4b. Apply decision-making skills to establish responsible social and work relationships.	III.B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.
C. Contribute to the well-being of one’s school and community.	III.C.1a. Participates successfully as a member of a group.	III.C.1a. Identify and perform roles that contribute to one’s classroom.	III.C.2a. Identify and perform roles that contribute to the school community.	III.C.3a. Evaluate one’s participation in efforts to address an identified school need.	III.C.4a. Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.	III.C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	III.C.1b. Identifies self as a member of a group, refers to family and classroom community.	III.C.1b. Identify and perform roles that contribute to one’s family.	III.C.2b. Identify and perform roles that contribute to one’s local community.	III.C.3b. Evaluate one’s participation in efforts to address an identified need in one’s local community.	III.C.4b. Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.	III.C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

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