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| **SEL Skill Trajectory Grades 1-12 (Note that skills are considered to be cumulative)** |
| **Self-Awareness & Self-** **Management:**Sample Standards | *Early Elementary School* |
| Awareness of Feelings | * Recognize and label emotions/feelings
* Describe emotions and situations that cause them (triggers)
* Recognize that emotions are linked to behaviors
 |
| Awareness of Traits, Strengths, and Areas to Work On | * Identify likes and dislikes
* Describe things they do well
* Described activity/task in which they may need help to be successful
* Identify needs
* Identify challenges
 |
| Awareness of Supports | * Identify a trusted adult
* Explain situations in which to seek adult help (big problems/small problems)
* Understand how and where to get help in an emergency situation
 |
| Awareness and Acceptance of Responsibilities | * Understand that school-wide expectations and responsibilities promote a safe and productive environment
* Accept that there are positive and negative consequences for their choices and actions
* Acts responsibly when using other people’s property
 |
| Manage Emotions in a Way that is Constructive and Appropriate | * Identify ways to calm self
* Demonstrate constructive ways to deal with upsetting emotions
* Walk away/remove self from a triggering event
* Demonstrate control of impulsive behavior
 |
| Act in an Honest Manner | * Distinguish between a truth and a lie
* Analyze the consequences of lying and/or breaking classroom/school rules
* Understand the importance of telling the truth
 |
| Set and Achieve Goals that Support Success | * Identify a goal (wish, dream)
* Identify the steps needed to perform a routine or accomplish a limited goal
* Describe something they have accomplished
* Describe why school is important in helping students achieve personal goals
 |
| **Self-Awareness & Self-Management:****Sample Standards** | *Late Elementary School* |
| Awareness of Feelings | * Distinguish among intensity levels of emotions
* Describe physical responses to emotion
* Recognize and label emotions and discuss the link to behavior
* Describe a range of emotions and the situations that cause them
 |
| Awareness of Traits, Strengths, and Areas to Work On | * Describe personal qualities that make them successful members of their school and community
* Describe and prioritize personal skills and interests to develop
 |
| Awareness of Supports | * Recognize qualities of positive role models
* Identify positive adults in various settings
* Identify peer, home, and school resources that assist in solving problems
 |
| Awareness and Acceptance of Responsibilities | * Choose to do school work/chores without being reminded
* Define what it means to be responsible
* Identify things for which they are responsible
* Explain benefits of being responsible
 |
| Manage Emotions in a Way that is Constructive and Appropriate | * Use self-monitoring strategies (self-talk) to regulate emotions
* Show skills in handling pressure situations (e.g., calm down, walk away, seek help)
* Demonstrate an ability to present their perspective (I-messages)
* Demonstrate ways to express emotions in a socially accepted manner
 |
| Act in an Honest Manner | * Show willingness to tell the truth in a difficult situation, while honoring personal boundaries
* Identify reasons why honesty is a values trait
* Analyze outcomes of dishonesty
 |
| Set and Achieve Goals that Support Success | * Describe why participating in education is important in achieving personal goals
* Describe the steps in setting and working toward goal achievement
* Evaluate what might have been done differently to achieve greater success on a recent goal
* Distinguish between long term and short term goals
* Monitor progress on achieving a short term goal
 |
| **Self-Awareness & Self-Management:****Sample Standards** | *Middle School* |
| Awareness of Feelings | * Recognize negative emotions as indicators of situations in need of attention
* Analyze emotional states that contribute to or detract from their ability to problem solve
* Explain the possible outcomes associated with different forms of communicating emotions
 |
| Awareness of Traits, Strengths, and Areas to Work On | * Analyze how personal qualities and temperaments influence choices and successes
* Apply self-reflection techniques to recognize strengths, weaknesses, and potential
* Implement a plan to build on strengths, meet a need, or address a challenge
 |
| Awareness of Supports | * Have awareness of where to go for support when in need
* Evaluate the benefits of participating in extra-curricular activities
* Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive
 |
| Awareness and Acceptance of Responsibilities | * Identify areas of school and life that are within their control
* Analyze short and long term outcomes of safe, risky, and harmful behaviors
* Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors
 |
| Manage Emotions in a Way that is Constructive and Appropriate | * Apply strategies to manage stress and to motivate successful performance
* Reflect on possible consequences, both positive and negative, before expressing an emotion
* Generate ways to develop positive attitudes (optimism)
 |
| Act in an Honest Manner | * Activate personal integrity as a tool to resist negative peer pressure
* Evaluate how honesty contributes to lifelong success and relationship building
 |
| Set and Achieve Goals that Support Success | * Apply goal-setting skills to promote academic success
* Set a positive social interaction goal
* Demonstrate goal-setting skills relating to potential career paths
* Analyze why one did or did not achieve a goal
 |
| **Self-Awareness & Self-Management:****Sample Skill Development Trajectory and Standards** | *Early High School* |
| Awareness of Feelings | * Distinguish their real feelings from how others expect them to feel
* Describe the external event or internal thought that triggered an emotion
* Understand the effect of self-talk on emotions
 |
| Awareness of Traits, Strengths, and Areas to Work On | * Identify things about themselves that they cannot change and devote energy to something they can change
* Recognize personal learning style/intelligence and find ways to employ those styles
* Explore possible career and volunteer opportunities based on their identified interests and strengths
 |
| Awareness of Supports | * Identify school support personnel and have knowledge of when and how to use them
* Identify organizations in their community that provide opportunities to develop interests or talents
* Analyze how positive adult role models and support systems contribute to school and life success
* Identify strategies to make use of resources and overcome obstacles
 |
| Awareness and Acceptance of Responsibilities | * Analyze the effect taking responsibility or not taking responsibility can have on themselves and others
* Describe how taking personal responsibility can lead to success
* Demonstrate an ability to take responsibility for their choices
 |
| Manage Emotions in a Way that is Constructive and Appropriate | * Demonstrate control of their behavior so as not to behave impulsively
* Evaluate the role attitude plays in success (i.e. pessimism vs. optimism)
* Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
 |
| Act in an Honest Manner | * Analyze their behavior to determine whether or not they are being authentic
* Analyze whether they are behaving in an honest manner and adjust accordingly
 |
| Set and Achieve Goals that Support Success | * Monitor progress toward achieving a goal, and make adjustments in their plan as needed
* Identify outside resources that can help in achieving a goal
* Set a positive academic goal
* Apply strategies to overcome obstacles to goal achievement
 |
| **Self-Awareness & Self-Management:****Sample Skill Development Trajectory and Standards** | *Late High School* |
| Awareness of Feelings | * Describe how changing interpretation of an event can alter how they feel about it
* Use self-reflection to make sure their emotions are in line with the truth of the situation
* Acknowledge an emotion and determine the appropriate time and place to safely digest it
 |
| Awareness of Traits, Strengths, and Areas to Work On | * Find and enhance an affinity
* Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly
* Show self-esteem based on accurate assessment of self
 |
| Awareness of Supports | * Activate community resources to help achieve goals
* Access safety networks for self and others
* Have constructive support systems in place that contribute to school and life success
 |
| Awareness and Acceptance of Responsibilities | * Realize the level of control they have over their own lives and act accordingly
* Take the role of a personally responsible citizen promoting the betterment of the community
 |
| Manage Emotions in a Way that is Constructive and Appropriate | * Demonstrate reframing skills to promote resiliency and optimism
* Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being
* Evaluate how expressing one’s emotions in different situations affects others
 |
| Act in an Honest Manner | * Show authenticity in their behaviors
* Act with a correlation between their words and their actions
 |
| Set and Achieve Goals that Support Success | * Set post-secondary goal with action steps, timeframes, and criteria for evaluating achievement
* Demonstrate an understanding that goal setting promotes lifelong success
 |
| **Social-Awareness & Relationship Skills:****Sample Skill Development Trajectory and Standards** | *Early Elementary School* |
| Awareness of Feelings and Viewpoints of Others | * Predict how others are feeling based on their facial expressions and body language
* Recognize words and actions that hurt others
* Recognize that others may experience situations differently from oneself
 |
| Awareness of the Mutual Helping Relationship Between Self and Others | * Recognize and name how others within their school, home, and greater community help them
* Identify how they help others
* Express how they feel about others
 |
| Awareness of Individual Differences | * Describe ways that people are similar and different
* Name positive qualities in others that cross all cultures and groups
 |
| Awareness of Perceptions | * Understand the importance of respecting others
* Appropriately engage in play with others (e.g., ask permission to join)
* Wait turn, observe the situation, and know when it’s appropriate to respond
 |
| Appropriately Interacting with Others | * Identify ways to work and play well with others
* Pay attention to others when they are speaking
* Demonstrate the use of verbal etiquette (e.g., please & thank you)
* Take turns and share with others
 |
| Working Toward Constructive Relationships | * Identify relationships with others
* List traits of a good friend
* Design a plan for making friends
 |
| Constructively Managing Interpersonal Conflicts | * Identify interpersonal problems in need of adult help to resolve
* Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices
 |
| **Social-Awareness & Relationship Skills:****Sample Skill Development Trajectory and Standards** | *Late Elementary School* |
| Awareness of Feelings and Viewpoints of Others | * Predict how behavior affects the emotions of others
* Define the terms perspective/point of view
* Use listening skills to identify the feelings/perspective of others
 |
| Awareness of the Mutual Helping Relationship Between Self and Others | * Describe what they learned about themselves in helping out others
* Identify roles they have that contribute to their school, home, and neighboring community
* Work together with peers to address a need
 |
| Awareness of Individual Differences | * Identify contribution of various social and cultural groups
* Recognize that people from different cultural and social groups share many things in common
* Define stereotyping, discrimination, and prejudice
 |
| Awareness of Perceptions | * Describe tone and how it is used to communicate to others
* Describe the impact of body language and facial expressions in communication
* Develop awareness that social cues may be different among various groups
 |
| Appropriately Interacting with Others | * Give and receive compliments in a genuine manner
* Use alternative listening skills to foster better communication
* Demonstrate good sportsmanship
* Demonstrate cooperative behaviors in a group (e.g., listen, encourage)
 |
| Working Toward Constructive Relationships | * Recognize the difference between positive and negative relationships
* Understand the difference between safe and risky behaviors in a relationship
* Identify a problem in a relationship and seek appropriate assistance
 |
| Constructively Approaching Interpersonal Conflicts | * Show an understanding of conflict as a natural part of life
* Describe causes and effects of conflicts
* Distinguish between destructive and constructive ways of dealing with conflict
* Activate the steps of a conflict resolution process (e.g., listen, express feelings)
 |
| **Social-Awareness & Relationship Skills:****Sample Skill Development Trajectory and Standards** | *Middle School* |
| Awareness of Feelings and Viewpoints of Others | * Analyze ways their behavior may affect the feelings of others
* Adjust behavior based on perceived emotional impact on others
* Provide support and encouragement to others in need
* Show respect for other people’s perspectives
 |
| Awareness of the Mutual Helping Relationship Between Self and Others | * Explain how their decisions and behaviors affect the well being of their school and community
* Explore a community or global need and generate possible solutions
 |
| Awareness of Individual Differences | * Analyze how people of different groups can help one another and enjoy each other’s company
* Explain how individual, social, and cultural differences may increase vulnerability to stereotyping
* Identify ways to address how individual, social, and cultural differences increase vulnerability to stereotyping
 |
| Awareness of Perceptions | * Analyze social situations and appropriate responses to those situations (e.g., peer pressure)
* Recognize the personal boundaries of themselves
* Recognize the personal boundaries of others
 |
| Appropriately Interacting with Others | * Demonstrate an ability to assume leadership to achieve group goals
* Demonstrate an ability to be a team player in achieving group goals
* Differentiate between passive, assertive, and aggressive responses
* Practice reflective listening
 |
| Working Toward Constructive Relationships | * Distinguish between positive and negative peer pressure
* Demonstrate strategies for resisting negative peer pressure
* Involve themselves in positive activities with their peer group
* Demonstrate ability to be true to personal values when choosing friendships
 |
| Constructively Approaching Interpersonal Conflicts | * Identify roles of individuals in conflict and understand their responsibility in reaching resolution
* Apply conflict resolution skills to de-escalate, defuse, and resolve differences
* Identify how all parties in conflict might get their needs met
* Identify positive supports to go to in a conflict situation/crisis
 |
| **Social-Awareness & Relationship Skills:****Sample Skill Development Trajectory and Standards** | *Early High School* |
| Awareness of Feelings and Viewpoints of Others | * Identify verbal, physical, and situational cues that indicate how others may feel
* Use conversational skills to understand the perspective of others
* Demonstrate ways to express understanding of those who hold different opinions
* Demonstrate ways to express empathy for others
 |
| Awareness of the Mutual Helping Relationship Between Self and Others | * Work cooperatively with others to implement a strategy to address a need in the broader community
* Evaluate the impact of their involvement in an activity to improve their school or community
 |
| Awareness of Individual Differences | * Demonstrate respect for individuals from different social and cultural groups
* Participate in cross cultural activities and reflect on how they were responsive to the setting they were in
 |
| Awareness of Perceptions | * Evaluate how society and cultural norms have an effect on personal interactions
* Read social cues and recognize the impact of their reactions to those cues
 |
| Appropriately Interacting with Others | * Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward
* Offer and accept constructive criticism in order to make improvements
* Work to maintain an objective, non-judgmental tone during disagreements
 |
| Working Toward Constructive Relationships | * Understand the benefits of setting limits for themselves and others (i.e., boundaries)
* Practice strategies for maintaining positive relationships
* Understand the value of mentors
 |
| Constructively Approaching Interpersonal Conflicts | * Analyze how listening and talking accurately help in preventing and resolving conflicts
* Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety
* Access conflict resolution and problem-solving resources (e.g., security, trusted adults, counselors)
 |
| **Social-Awareness & Relationship Skills:****Sample Skill Development Trajectory and Standards** | *Late High School* |
| Awareness of Feelings and Viewpoints of Others | * Differentiate between the factual and emotional content of what a person says
* Express empathy toward others
* Value and learn from the perspectives of others
 |
| Awareness of the Mutual Helping Relationship Between Self and Others | * Participate in activities that show they are agents for positive change within their community
* Analyze their responsibilities as involved citizens of a democratic society
 |
| Awareness of Individual Differences | * Evaluate strategies for being respectful of others and opposing stereotyping and prejudice
* Evaluate how advocacy for the rights of others contributes to the common good
* Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary
 |
| Awareness of Perceptions | * Recognize and respond to social cues in a manner that contributes to their life-long success
 |
| Appropriately Interacting with Others | * Use assertive communication to get their needs met without negatively impacting others
* Empower, encourage, and affirm themselves and others through their interactions
 |
| Working Toward Constructive Relationships | * Actively participate in a healthy support network of valued relationships
* Independently seek out relationships that support their development through life
 |
| Constructively Approaching Interpersonal Conflicts | * Demonstrate an ability to co-exist in civility in the face of unresolved conflict
* Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively
* Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts
 |
| **Responsible Decision-Making:****Sample Skill Development Trajectory and Standards** | *Early Elementary School* |
| Apply Decision-Making Skills to Deal Responsibly with Academic and Social Situations | * Identify a range of decisions that students make at school
* Make positive choices when interacting with classmates
* Describe ways to promote the safety of themselves and others
* Recognize choices in how to respond to situations
* Recognize that everyone makes mistakes and that learning can result
 |
| Consider Ethical, Safety, and Societal Factors in Making Decisions | * Explain why unprovoked acts that hurt others are wrong
* Identify social norms and safety considerations that guide behavior
 |
| Contribute to the Well-Being of One’s School and Community  | * Identify and perform roles that contribute to one’s classroom
* Identify and perform roles that contribute to one’s family
 |
| **Responsible Decision-Making:****Sample Skill Development Trajectory and Standards** | *Late Elementary School* |
| Apply Decision-Making Skills to Deal Responsibly with Academic and Social Situations | * Identify and apply the steps of systematic decision making
* Generate alternative solutions and evaluate their consequences for a range of academic and social situations
* Effectively participate in group decision making processes
 |
| Consider Ethical, Safety, and Societal Factors in Making Decisions | * Demonstrate the ability to respect the rights of self and others
* Demonstrate knowledge of how social norms affect decision making and behavior
 |
| Contribute to the Well-Being of One’s School and Community  | * Identify and perform roles that contribute to the school community
* Identify and perform roles that contribute to one’s local community
 |
| **Responsible Decision-Making:****Sample Skill Development Trajectory and Standards** | *Middle School* |
| Apply Decision-Making Skills to Deal Responsibly with Academic and Social Situations | * Identify and apply the steps of systematic decision-making
* Analyze how decision-making skills improve study habits and academic performance
* Evaluate strategies for resisting pressures to engage in unsafe or unethical activities
 |
| Consider Ethical, Safety, and Societal Factors in Making Decisions | * Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions
* Analyze the reasons for school and societal rules
 |
| Contribute to the Well-Being of One’s School and Community  | * Evaluate one’s participation in efforts to address identified school need
* Evaluate one’s participation in efforts to address an identified need in one’s local community
 |
| **Responsible Decision-Making:****Sample Skill Development Trajectory and Standards** | *Early High School* |
| Apply Decision-Making Skills to Deal Responsibly with Academic and Social Situations | * Evaluate personal abilities to gather information, generate alternatives, and anticipate consequences of decisions
* Apply decision-making skills to establish responsible social and work relationships
 |
| Consider Ethical, Safety, and Societal Factors in Making Decisions | * Demonstrate personal responsibility in making ethical decisions
* Evaluate how external influences (e.g., media, peers, cultural norms, social norms) and the expectations of authority influence personal decisions and actions
 |
| Contribute to the Well-Being of One’s School and Community  | * Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate
* Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community
 |
| **Responsible Decision-Making:****Sample Skill Development Trajectory and Standards** | *Late High School* |
| Apply Decision-Making Skills to Deal Responsibly with Academic and Social Situations | * Analyze how present decision-making affects college and career choices
* Evaluate how responsible decision making affects interpersonal and group relationships
 |
| Consider Ethical, Safety, and Societal Factors in Making Decisions | * Apply ethical reasoning to evaluate societal practices
* Examine how the norms of different societies and cultures influence their members’ decisions and behaviors
 |
| Contribute to the Well-Being of One’s School and Community  | * Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need
* Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community
 |