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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 |