

**Social Emotional Learning Standards
4K-12th Grade Continuum**

**POWER STANDARD 1: EMOTIONAL DEVELOPMENT
Understand and manage one's emotions as well as express empathy.**

Personal Emotions: Identify, express, and manage emotions effectively to facilitate emotional growth.			
4K- 5K	Students will demonstrate awareness of own emotions.	Students will use verbal & nonverbal language to demonstrate a variety of emotions.	Students will display age appropriate self control and asks for adult assistance.
1-3	Students will recognize and label a variety of emotions and describe how they physically respond to them.	Students will describe situations that trigger emotions in themselves.	Students will demonstrate a variety of strategies to calm themselves.
4-5	Students will distinguish between intensity levels of their emotions.	Students will describe how their behaviors are triggered by emotions.	Students will practice calming strategies and describe their effect on emotions.
6-8	Students will distinguish between intensity levels of their emotions.	Students will recognize how thoughts and feelings influence their behavior.	Students will reflect on possible consequences both positive and negative, before expressing an emotion.
9-10	Students will analyze how thoughts and emotions affect decision-making and lead to responsible behaviors.	Students will describe the external event or internal cognition that triggered an emotion.	Students will analyze factors that create stress and apply coping strategies.
11-12	Students will analyze how thoughts and emotions affect individual success.	Students will describe how changing their own perspective of an event can alter how they feel about that event.	Students will analyze how using coping strategies affects future success.

Empathy: Recognize and understand others' feelings while building awareness of how one's behavior influences others.		
4K- 5K	Students will recognize the feelings of another child and respond with basic comfort and empathy.	Students will associate words and gestures with a variety of emotions expressed by others.
1-3	Students will identify how others are feeling based on facial expressions and body language.	Students will predict others' emotions in a variety of situations.
4-5	Students will recognize others' emotions and provide support/encouragement.	Students will predict how their own behavior affects the emotions of others.
6-8	Students will identify different ways to express empathy.	Students will analyze ways their behavior may affect the feelings of others and adjust accordingly.
9-10	Students will identify different ways to express empathy.	Students will evaluate how expressing one's emotions in different situations affects others.
11-12	Students will express empathy toward others.	Students will evaluate how expressing one's emotions in different situations affects others.

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POWER STANDARD 2: SELF CONCEPT
Develop positive self-identity and recognize self as lifelong learner.

Positive self-identity: Identify personal traits and values to develop self-confidence and self-esteem.			
4K- 5K	Students will exhibit positive self-concept and confidence in their abilities.	Students will know and state independent thoughts.	Students will show awareness of being part of a family and a larger community.
1-3	Students will identify and describe skills and/or activities they do well and those they need help with.	Students will identify and explore values.	Students will define the role family and culture plays in their identity.
4-5	Students will describe and prioritize personal skills and interests they want to develop.	Students will reflect on their personal values.	Students will identify how family and culture influence their beliefs.
6-8	Students will apply self-reflection techniques to recognize their strengths, weaknesses, and aspirations.	Students will analyze personal integrity through self-reflection techniques.	Students will recognize how family and culture influence one's identity, beliefs, and actions.
9-10	Students will set priorities to build personal strengths and identify areas for improvement.	Students will use self-reflection to analyze their behavior for authenticity and honesty.	Students will reflect on their own beliefs relative to societal norms.
11-12	Students will use a strengths-based approach for personal growth.	Students will use self-reflection to analyze their behavior for authenticity and honesty.	Students will analyze how their own beliefs can contribute to their life success.

Lifelong Learner: Set and achieve goals to enhance personal success.		
4K- 5K	Students will display curiosity, risk-taking and willingness to engage in new experiences.	Students will engage in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.
1-3	Students will identify goals for personal and/or academic success.	Students will describe why participating in schools is important.
4-5	Students will describe the steps in setting and working toward a personal and/or academic goal.	Students will describe why participating in schools is important in helping them achieve personal goals.
6-8	Students will apply goal-setting skills to build on strengths or address a challenge.	Students will recognize that individuals have personal power to set and achieve goals.
9-10	Students will apply strategies to overcome obstacles to goal achievement.	Students will demonstrate an understanding that goal-setting promotes both short term and lifelong success.
11-12	Students will set post-high school goals with action steps, timeframes, resources needed and criteria to evaluate achievement.	Students will reflect on the level of control they have over their own lives and success.

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POWER STANDARD 3: SOCIAL COMPETENCE

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing civic responsibility.

Respect Others: Identify and respect multiple points of view by discovering commonalities and embracing differences amongst each other.			
4K- 5K	Students will demonstrate awareness of self as a unique individual.	Students will reflect their family, culture and community when engaged in play and learning.	Students will start to notice that other children and families do things differently.
1-3	Students will demonstrate an ability to present their own point of view.	Students will identify commonalities they share with peers.	Students will recognize and respect that individual differences are important to self and others.
4-5	Students will recognize multiple points of view/perspectives of others.	Students will identify commonalities and contributions across cultural and social groups.	Students will discuss how stereotypes affect self and others.
6-8	Students will show respect for other people's perspectives.	Students will recognize the importance of building relationships between diverse groups of people.	Students will analyze discrimination of individuals and groups based upon perceived differences.
9-10	Students will identify positive ways to express understanding of differing perspectives.	Students will evaluate the value of various forms of heterogeneity.	Students will evaluate strategies to oppose stereotyping.
11-12	Students will use conversational skills to determine the perspective of others.	Students will participate in cross-cultural activities and reflect on how those experiences influenced their ability to build positive relationships.	Student will apply ethical reasoning to evaluate societal norms.

Social Skills: Build and maintain positive relationships through effective communication, cooperation, and conflict resolution.				
4K- 5K	Students will engage in social interaction and play with peers.	Students will initiate conversation, respond to conversation, and stay on topic for multiple exchanges.	Students will participate in cooperative play with peers.	Students will identify and communicate needs in conflict situations.
1-3	Students will identify and define the different relationships they have with others.	Students will describe how words, tone and body language are used to communicate with others positively and negatively.	Students will work cooperatively with partner and in small groups.	Students will identify and practice strategies for resolving conflicts constructively.
4-5	Students will recognize the difference between positive and negative relationships.	Students will use language to interact with others and communicate effectively in activities and discussions.	Student will work cooperatively and productively in a group to accomplish a set goal.	Students will describe cause and effects of conflicts.
6-8	Students will demonstrate the ability to develop and maintain positive relationships with others.	Students will differentiate between passive, assertive, and aggressive communication when expressing thoughts and ideas.	Students will demonstrate an ability to be a leader as well as a group member in achieving group goals.	Students will apply conflict resolution skills to de-escalate, defuse and resolve differences.
9-10	Students will independently seek and sustain positive, supportive relationships.	Students will use assertive communication to get their needs met without negatively impacting others.	Students will demonstrate an ability to be a leader as well as a group member in achieving group goals.	Students will self-reflect on their role in conflict to inform their behavior in the future.
11-12	Students will independently seek out relationships that support their development through life.	Students will offer and accept constructive criticism in order to make improvements.	Students will collaborate in a democratic process to achieve a group goal.	Students will demonstrate ways to respectfully disagree.

Responsible Choices: Apply critical thinking skills while making decisions, following expectations, staying safe, and advocating for oneself.				
4K- 5K	Students will recognize that they have choices in how to respond to situations with adult support.	Students will follow simple group rules.	Students will demonstrate understanding of simple rules related primarily to personal health and safety.	Students will attempt a new skill when encouraged and supported by a safe and secure environment
1-3	Students will recognize that they have choices in how to respond to situations.	Students will follow rules and directions as determined by school.	Students will describe ways to promote personal safety.	Students will identify how and where to get help from a trusted adult in a variety of situations.
4-5	Students will predict positive and negative outcomes for their choices and actions.	Students will demonstrate positive behaviors as established in the school wide expectations.	Students will learn strategies for avoiding risky behaviors to promote personal safety.	Students will continue to seek help from a variety of external supports they believe the situation is resolved.
6-8	Students will generate multiple problem solving strategies, a variety of solutions and possible outcomes to a problem.	Students will evaluate how external influences affect their ability to follow expectations.	Students will practice strategies to avoid risky and harmful behaviors.	Students will access support resources and advocate for their needs.
9-10	Students will apply steps of systemic decision-making while considering the needs of others.	Students will respond to social cues in a manner that contributes to their success in the school community.	Students will learn negotiation and refusal skills to resist unwanted pressures and maintain personal safety.	Students will advocate for their needs utilizing educational and community support networks.
11-12	Students will consider ethical, safety and societal factors in making decisions that promote productive social and work relations.	Students will evaluate the ways in which public opinion can be used to influence and shape public policy.	Students will employ negotiation and refusal skills to resist unwanted pressures and maintain personal safety.	Students will advocate for their needs utilizing educational and community support networks.

Civic Responsibility: Help others in our community by engaging in positive activism.		
4K- 5K	Students will recognize the feelings of another child and respond with basic comfort and empathy.	Students will show awareness of being part of a family and a larger community.
1-3	Students will identify how helping others make them feel.	Students will implement an action plan to resolve an identified classroom, school, or community need.
4-5	Students will reflect on what they have learned about themselves when helping others.	Students will communicate the results of their actions to resolve an identified classroom or school community need.
6-8	Students will evaluate how advocacy for the rights of others contributes to the common good.	Students will explain how their action plan to address an identified classroom or community need affects the well being of their school and community.
9-10	Students will evaluate the impact of their involvement as agents of positive change.	Students will analyze how their actions to address a need in the broader community affect others.
11-12	Students will analyze their responsibilities as positive agents of change in a democratic society.	Students will analyze how their actions to address a need in the broader community affect others.