

A.I.S.D. Social and Emotional Learning Standards – Elementary and Secondary

<u>CASEL Competency</u>	Goal I: Develop <u>self-awareness skills</u> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems	Goal II: Develop and demonstrate <u>self-management skills</u> and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success	Goal III: Develop <u>social awareness skills</u> needed to establish and maintain positive relationships	Goal IV: Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships	Goal V: Demonstrate <u>decision making skills</u> , problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts
	Objective A: Student demonstrates an awareness of own emotions	Objective A: Student demonstrates ability to manage emotions constructively	Objective A: Student demonstrates awareness of other people's emotions and perspectives	Objective A: Student uses positive communication and social skills to interact effectively with others	Objective A: Student considers ethical, safety and societal factors in making decisions
	Objective B: Student demonstrates awareness of personal qualities	Objective B: Student demonstrates honesty / integrity	Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of their school and community	Objective B: Student develops constructive relationships	Objective B: Student uses effective decision-making skills
	Objective C: Student demonstrates awareness of external supports	Objective C: Student demonstrates ability to set and achieve goals	Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations
	Objective D: Student has a sense of personal responsibility		Objective D: Student can read social cues and respond appropriately		

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Goal I Elementary: Develop <u>self-awareness</u> skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems				
	Objective A: Student demonstrates an awareness of own emotions	Objective B: Student demonstrates awareness of personal qualities	Objective C: Student demonstrates awareness of external supports	Objective D: Student has a sense of personal responsibility
Grades K-2 Student Expectations	<ul style="list-style-type: none"> •Recognizes and accurately names feelings •Identifies and communicates an emotion •Identifies emotions related to situations / events (triggers) 	<ul style="list-style-type: none"> •Identifies likes and dislikes, needs and wants •Names activities or tasks one does well •Names activities or tasks one may need help to improve 	<ul style="list-style-type: none"> •Identifies an adult one can trust •Explains situations in which one needs to seek help from an adult •Demonstrates how and where to get help in an emergency situation 	<ul style="list-style-type: none"> •Explains how following school-wide expectations keeps one safe •Explains positive and negative consequences for one's choices and actions •Demonstrates responsible use and care of own belongings •Demonstrates responsible use of others' belongings (ask permission; take care of them)
Grades 3-5 Student Expectations	<ul style="list-style-type: none"> •Distinguishes among intensity levels of emotions •Recognizes that levels of emotions can change •Recognizes that thoughts are linked to emotions and behaviors •Identifies own uncomfortable emotions and determines need for coping skills •Identifies physical symptoms and thoughts related to emotions •Recognizes how emotions are linked to behavior and consequences 	<ul style="list-style-type: none"> •Describes the personal qualities that make one a successful member of the school community •Explains how family, school, peers, and community can support school success and responsible behavior •Identifies and explores opportunities to develop skills and talents 	<ul style="list-style-type: none"> •Identifies family, peer, school, and community strengths and supports •Recognizes the qualities of positive role models •Identifies peer, home, and school resources one can access to help solve problems 	<ul style="list-style-type: none"> •Defines what it means to be responsible •Identifies one's responsibilities •Explains the benefits of being responsible •Demonstrates responsible behaviors •Demonstrates the ability to say "No" to negative peer pressure

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Goal I Secondary: Develop <u>self-awareness</u> skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems				
	Objective A: Student demonstrates an awareness of own emotions	Objective B: Student demonstrates awareness of personal qualities	Objective C: Student demonstrates awareness of external supports	Objective D: Student has a sense of personal responsibility
Grades 6-8 Student Expectations	<ul style="list-style-type: none"> •Recognizes uncomfortable emotions as indicators of situations in need of attention •Analyzes emotional states that contribute to or detract from one's ability to problem solve •Explains possible outcomes associated with different ways of communicating emotions 	<ul style="list-style-type: none"> •Analyzes how personal qualities and temperaments influence choices and successes •Applies self-reflection techniques to recognize one's strengths, areas for growth, and potential •Implements a plan to build on strengths, meet a need, or address a challenge •Explores possible career and volunteer opportunities based on one's identified interests and strengths 	<ul style="list-style-type: none"> •Identifies peer and adult role models as sources of support •Evaluates the benefits of participation in extracurricular activities •Identifies societal influences on the development of personal characteristics •Analyzes whether societal influences are supportive or non-supportive 	<ul style="list-style-type: none"> •Identifies the areas of control one has over situations in life •Analyzes the short and long term effects of safe, risky, and harmful behaviors •Defines one's responsibility for the effects of safe, risky, and harmful behaviors
Grades 9-10 Student Expectations	<ul style="list-style-type: none"> •Identifies personal emotions as valid, regardless of others' expectations •Identifies the event or thought that triggered an emotion •Describes the effect of self-talk on emotions 	<ul style="list-style-type: none"> •Identifies things about oneself that cannot be changed and devotes one's energy to something that can be changed •Recognizes one's personal learning style and finds ways to employ it •Identifies possible career and volunteer opportunities based on one's identified interests and strengths 	<ul style="list-style-type: none"> •Identifies school support personnel and knows when and how to access them •Identifies organizations in one's community that provide opportunities to develop interests or talents •Seeks out and identifies adult role models 	<ul style="list-style-type: none"> •Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others •Describes how taking personal responsibility can lead to success •Demonstrates an ability to take responsibility for one's choices
Grades 11-12 Student Expectations	<ul style="list-style-type: none"> •Describes how changing one's interpretation of an event can alter one's feelings about it •Uses self-reflection to assess whether one's emotions are reasonable for a situation •Acknowledges an emotion and determines the appropriate time and place to safely process it 	<ul style="list-style-type: none"> •Finds and enhances an affinity •Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly •Analyzes how personal qualities help one to contribute to family and community 	<ul style="list-style-type: none"> •Accesses community resources to help one achieve goals •Develops systems of support that contribute to school and life success •Accesses safety networks for self and others 	<ul style="list-style-type: none"> •Analyzes the level of control one has over situations in life •Identifies one's role(s) in improving the community •Describes one's circles of influence in life

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Goal II Elementary: Develop and demonstrate <u>self-management</u> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success			
	Objective A: Student demonstrates ability to manage emotions constructively	Objective B: Student demonstrates honesty / integrity	Objective C: Student demonstrates ability to set and achieve goals
Grades K-2 Student Expectations	<ul style="list-style-type: none"> •Identifies ways to calm oneself such as belly breathing and counting •Demonstrates constructive ways to handle situations that cause upsetting emotions (ex: being told "No", losing, being left out, frustration, being teased, embarrassment) •Practices strategies to manage emotions (ex: walk away / remove oneself from a triggering event) 	<ul style="list-style-type: none"> •Distinguishes between the truth and a lie •Identifies the consequences of lying and / or breaking school or classroom rules •Recognizes the importance of telling the truth 	<ul style="list-style-type: none"> •Identifies a goal (hope / dream) •Identifies short-term goals for academic success and / or classroom behavior •Identifies a goal one has achieved •Identifies and implements the steps needed to achieve a goal •Celebrates accomplishments - says and does nice things for self when a goal is reached
Grades 3-5 Student Expectations	<ul style="list-style-type: none"> •Applies self-calming strategies •Demonstrates management of emotions and behavior through coping skills such as calming down, walking away, seeking help or mediation •Uses "I-messages" to communicate one's own perspective 	<ul style="list-style-type: none"> •Shows willingness to tell the truth in a difficult situation while honoring personal boundaries •Identifies reasons why honesty is a valued character trait •Assesses the potential consequences of dishonesty 	<ul style="list-style-type: none"> •Describes why school is important in helping students achieve personal goals •Describes the steps in setting and working toward achieving goals •Monitors progress on achieving short-term goals •Evaluates what one might have done differently to achieve greater success on a goal •Identifies a variety of jobs and the responsibilities of each job •Identifies careers that may allow one to fulfill goals / potential

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Goal II Secondary: Develop and demonstrate <u>self-management</u> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success			
	Objective A: Student demonstrates ability to manage emotions constructively	Objective B: Student demonstrates honesty / integrity	Objective C: Student demonstrates ability to set and achieve goals
Grades 6-8 Student Expectations	<ul style="list-style-type: none"> •Applies stress management strategies •Applies self-motivation strategies such as self-talk •Assesses possible consequences, both positive and negative, of expressing an emotion •Generates ways to develop positive attitudes (optimism) 	<ul style="list-style-type: none"> •Describes personal behaviors which were honest and displayed integrity •Identifies personal characteristics and values •Analyzes how honesty and integrity influence relationships 	<ul style="list-style-type: none"> •Applies goal-setting skills to promote academic success •Sets a positive social interaction goal •Demonstrates goal-setting skills relating to potential career paths
Grades 9-10 Student Expectations	<ul style="list-style-type: none"> •Evaluates the role attitude plays in success (i.e. pessimism vs. optimism) •Practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress 	<ul style="list-style-type: none"> •Analyzes one's own behavior to determine whether or not one is being true to one's values •Analyzes whether self is behaving in an honest manner and adjusts accordingly 	<ul style="list-style-type: none"> •Monitors progress toward achieving a goal, and makes adjustments to one's plan as needed •Identifies outside resources that can help in achieving a goal •Sets a positive academic goal
Grades 11-12 Student Expectations	<ul style="list-style-type: none"> •Reframes one's viewpoint •Incorporates personal management skills on a daily basis, including work / study skills, personal resources, and time management •Demonstrates effective emotional management consistently 	<ul style="list-style-type: none"> •Applies honesty and personal integrity to one's actions •Assesses the correlation between one's actions and reputation •Evaluates consistency between one's words and actions 	<ul style="list-style-type: none"> •Sets a post-secondary goal with action steps, time frames, and criteria for evaluating achievement •Demonstrates an understanding that goal setting promotes life-long success

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Goal III Elementary: Develop <u>social awareness</u> skills needed to establish and maintain positive relationships				
	Objective A: Student demonstrates awareness of other's emotions and perspectives	Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community	Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	Objective D: Student can read social cues
Grades K-2 Student Expectations	<ul style="list-style-type: none"> •Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice) •Identifies words and actions that hurt others •Acknowledges differing perceptions of a situation 	<ul style="list-style-type: none"> •Effectively and appropriately communicates needs, wants, and ideas in a respectful manner •Identifies and performs roles that contribute to one's classroom •Identifies how others within one's school, home, and community are helpful •Identifies how one helps others (feeding a pet, sharing, cleaning up when asked) •Expresses how one feels about helping others 	<ul style="list-style-type: none"> •Describes the ways that people are similar and different •Describes positive qualities that cross all cultures and groups 	<ul style="list-style-type: none"> •Demonstrates the ability to respect personal space •Demonstrates turn-taking •Describes approaches for making and keeping friends (introducing oneself, beginning a conversation, ending a conversation, and joining)
Grades 3-5 Student Expectations	<ul style="list-style-type: none"> •Identifies feelings and perspectives of others based on words / voice •Defines perspective and point of view •Describes why others may be expressing specific feelings •Identifies cause and effect relationship of expression of strong emotions 	<ul style="list-style-type: none"> •Identifies and performs roles that contribute to one's school and community •Works collaboratively with peers to address a social need (community or school service project) 	<ul style="list-style-type: none"> •Identifies similarities and differences among different social and cultural groups •Identifies contributions of various social and cultural groups •Defines stereotyping, discrimination, and prejudice 	<ul style="list-style-type: none"> •Identifies emotions by tone of voice •Identifies emotions by body language and facial expressions •Identifies ways that social cues may be different among various families and social groups

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Goal III Secondary: Develop <u>social awareness</u> skills needed to establish and maintain positive relationships				
	Objective A: Student demonstrates awareness of others' emotions and perspectives	Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community	Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	Objective D: Student can read social cues
Grades 6-8 Student Expectations	<ul style="list-style-type: none"> Analyzes ways one's behavior may affect the feelings of others and adjusts accordingly Identifies constructive ways to provide support and encouragement to others Demonstrates respect for other people's perspectives 	<ul style="list-style-type: none"> Explains how one's decisions and behaviors affect the well-being of the school and community Explores a community or global need and generates possible solutions 	<ul style="list-style-type: none"> Analyzes how people of different groups can help one another and enjoy each other's company Explains how individual, social, and cultural differences may increase vulnerability to stereotyping and identifies ways to address this 	<ul style="list-style-type: none"> Analyzes socially acceptable responses to various situations (e.g. school dance, peer pressure situations, cliques, public speaking) Respects personal boundaries of self and others (friends, family members, teachers)
Grades 9-10 Student Expectations	<ul style="list-style-type: none"> Identifies verbal, physical, and situational cues that indicate how others may feel Uses communication skills to elicit the perspectives of others Demonstrates ability to listen responsively to different opinions Demonstrates ability to express empathy for others 	<ul style="list-style-type: none"> Works cooperatively with others to implement a strategy to address a need in the broader community Analyzes the impact of one's involvement in an activity to improve one's school or community 	<ul style="list-style-type: none"> Demonstrates respect for individuals from different social and cultural groups Participates in cross-cultural activities 	<ul style="list-style-type: none"> Evaluates how societal and cultural norms and mores have an effect on personal interactions Reads social cues and predicts the impact of reactions to those cues
Grades 11-12 Student Expectations	<ul style="list-style-type: none"> Differentiates between the factual and emotional content of what a person says Expresses empathy towards others Compares multiple perspectives on an issue 	<ul style="list-style-type: none"> Participates in activities as change agents within one's community / world Analyzes one's responsibilities as an involved citizen of a democratic society 	<ul style="list-style-type: none"> Evaluates strategies for being respectful of others and opposing stereotyping and prejudice Assesses the value of advocating for the rights of others 	<ul style="list-style-type: none"> Recognizes and responds to social cues in a manner that contributes to life-long success Reads social cues accurately and responds in socially acceptable ways

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Goal IV Elementary: Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships			
	Objective A: Student uses positive communication and social skills to interact effectively with others	Objective B: Student develops constructive relationships	Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
Grades K-2 Student Expectations	<ul style="list-style-type: none"> •Pays attention to others when they are speaking •Takes turns •Shares with others •Plays a game fairly •Exhibits good sportsmanship •Says "please," "thank you," and "excuse me" •Differentiates between passive, aggressive, and assertive responses 	<ul style="list-style-type: none"> •Identifies relationships one has with others •Lists the traits of a valued friend 	<ul style="list-style-type: none"> •Identifies feelings in a conflict • Appropriately asks for help (seeks support) when needed • Demonstrates ability to state the problem •Demonstrates use of "I-messages"
Grades 3-5 Student Expectations	<ul style="list-style-type: none"> •Gives and receives compliments •Uses responsive listening skills •Demonstrates collaborative skills (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus) 	<ul style="list-style-type: none"> •Identifies attributes of constructive relationships •Differentiates between safe and risky behaviors in a relationship •Identifies a problem in a relationship and determines the appropriate means of resolution (i.e. problem solving process, peer mediation, adult assistance) 	<ul style="list-style-type: none"> •Identifies conflicts commonly experienced by peers •Predicts how one's own behavior can affect others' emotions •Demonstrates use of problem solving process

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Goal IV Secondary: Demonstrate interpersonal (<u>relationship</u>) skills needed to establish and maintain positive relationships			
	Objective A: Student uses positive communication and social skills to interact effectively with others	Objective B: Student develops constructive relationships	Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
Grades 6-8 Student Expectations	<ul style="list-style-type: none"> •Demonstrates an ability to be a team player in achieving group goals •Demonstrates ability to perform different roles in cooperative groups (i.e. leader, recorder, reporter, time-keeper) 	<ul style="list-style-type: none"> •Identifies behaviors in which peers may pressure one to engage •Identifies peer pressure strategies •Demonstrates strategies for resisting peer pressure •Involves oneself in affirmative activities with his or her peer group 	<ul style="list-style-type: none"> •Applies conflict resolution skills to de-escalate, defuse, and resolve differences •Identifies how all parties in conflict might get their needs met (win-win) •Identifies positive support people to seek out in a conflict situation / crisis
Grades 9-10 Student Expectations	<ul style="list-style-type: none"> •Demonstrates collaboration strategies to move group efforts forward •Offers and accepts constructive criticism in order to make improvements •Works to maintain an objective, non-judgmental tone during disagreements 	<ul style="list-style-type: none"> •Explains benefits of setting limits for oneself and others (boundaries) •Engages in strategies for maintaining constructive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness) •Identifies the qualities and benefits of someone who is or might be a mentor 	<ul style="list-style-type: none"> •Analyzes how responsive listening helps in preventing and resolving conflicts •Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety •Accesses conflict resolution and problem solving resources (i.e. security, trusted adults, peer mediators, counselors) when needed
Grades 11-12 Student Expectations	<ul style="list-style-type: none"> •Uses assertive communication to get needs met without negatively impacting others •Empowers, encourages, and affirms oneself and others 	<ul style="list-style-type: none"> •Actively participates in a healthy support network of valued relationships •Independently seeks out relationships that support one's development through life 	<ul style="list-style-type: none"> •Demonstrates an ability to co-exist civilly in the face of unresolved conflict •Uses prevention, management, and resolution skills to resolve interpersonal conflicts constructively •Evaluates and reflects on one's own role in a conflict and utilizes this information to better one's behavior in the future

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Goal V Elementary: Demonstrate <u>decision making</u> skills, problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts			
	Objective A: Student considers ethical, safety and societal factors in making decisions	Objective B: Student uses effective decision-making skills	Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations
Grades K-2 Student Expectations	<ul style="list-style-type: none"> •Identifies ways to promote safety for oneself and others •Identifies ways to respond to unfamiliar adults in different settings •Stands up for a friend / peer and lets others know when a person is being treated unfairly • Recognizes that one has choices in how to respond to situations 	<ul style="list-style-type: none"> •Describes ways to promote the safety of oneself and others •Implements "Stop, Think and Act" strategy when solving problems •Demonstrates social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate) •Demonstrates constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions) 	<ul style="list-style-type: none"> •Differentiates between small and large problems •Expresses concerns directly •Expresses empathy commensurate with the situation •Identifies steps of the problem solving process
Grades 3-5 Student Expectations	<ul style="list-style-type: none"> •Identifies social norms that affect decision making •Defines cyber-bullying and response strategies •Identifies sexual harassment and describes how to respond to a situation •Recognizes and describes how the media can influence one's behavior • Stands up for self or a peer who is being bullied 	<ul style="list-style-type: none"> •Describes the steps of a decision-making model •Actively participates in group decision-making processes •Demonstrates academic behaviors and self-regulation skills such as organization, completing assignments, planning 	<ul style="list-style-type: none"> •Identifies a variety of decisions / problems that students have at school •Generates alternative solutions •Evaluates consequences of possible solutions for a range of academic and social situations

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Goal V Secondary: Demonstrate <u>decision making</u> skills, problem solving skills, and <u>responsible</u> behaviors in school, personal and community contexts			
	Objective A: Student considers ethical, safety and societal factors in making decisions	Objective B: Student uses effective decision-making skills	Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations
Grades 6-8 Student Expectations	<ul style="list-style-type: none"> Evaluates how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions Describes the power of a bystander in a bullying or sexual harassment situation Analyzes the reasons for school and societal rules 	<ul style="list-style-type: none"> Identifies and applies the steps of systematic decision-making Evaluates strategies for avoiding risky behavior 	<ul style="list-style-type: none"> Analyzes how decision-making skills affect study habits and academic performance Evaluates strategies for resisting pressures to engage in unsafe or unethical activities
Grades 9-10 Student Expectations	<ul style="list-style-type: none"> Demonstrates ability to consider personal responsibility in making ethical decisions Applies bystander strategies in a bullying or sexual harassment situation Evaluates how external influences (e.g. media, peers, social and cultural norms, and expectations of authority) affect one's decision-making 	<ul style="list-style-type: none"> Regularly utilizes the steps of systematic decision-making Applies strategies for avoiding risky behavior 	<ul style="list-style-type: none"> Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions Applies decision-making skills to establish responsible social and work relationships and to make healthy life-long choices Analyzes how present decision-making affects college and career choices
Grades 11-12 Student Expectations	<ul style="list-style-type: none"> Applies ethical reasoning to evaluate societal practices Analyzes own role in situations where others are threatened with either physical or emotional harm Examines how the norms of different societies and cultures influence their members' decisions and behaviors 	<ul style="list-style-type: none"> Applies effective decision-making skills to foster responsible social and work relations and to make healthy choices throughout one's life 	<ul style="list-style-type: none"> Evaluates how decision-making affects interpersonal and group relationships Applies problem solving and decision making skills in one's daily life