

Social Emotional Learning Standards

<p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Why this goal 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 persevere 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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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<p>A. Identify and manage one’s emotions and behavior.</p>	<p>1A.1a. Recognize and accurately label emotions and how they are linked to behavior.</p>	<p>1A.2a. Describe a range of emotions and the situations that cause them.</p>	<p>1A.3a. Analyze factors that create stress or motivate successful performance.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p>	<p>1A.5a. Evaluate how expressing one’s emotions in different situations affects others.</p>
	<p>1A.1b. Demonstrate control of impulsive behavior.</p>	<p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p>	<p>1A.3b. Apply strategies to manage stress and to motivate successful performance.</p>	<p>1A.4b. Generate ways to develop more positive attitudes.</p>	<p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p>

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.2a. Describe personal skills and interests that one wants to develop.	1B.3a. Analyze how personal qualities influence choices and successes.	1B.4a. Set priorities in building on strengths and identifying areas for improvement.	1B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	1B.1b. Identify family, peer, school, and community strengths.	1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	1B.5b. Evaluate how developing interests and filling useful roles support school and life success.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals.	1C.2a. Describe the steps in setting and working toward goal achievement.	1C.3a. Set a short-term goal and make a plan for achieving it.	1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.