Social Emotional Learning Scope and Sequence

Competencies				
Self-Awareness - being able to recognize emotions, interests, and strengths in one's self and having a well-grounded sense of confidence and optimism	**Self-Management** - being able to manage emotions and behaviors in different situations and being able to persevere in the face of challenges	**Social Awareness** - being able to take the perspective of and empathize with others, and respect diversity in others	**Relationship Skills** - being able to establish and maintain healthy and meaningful relationships with others	**Responsible Decision Making** - being able to make healthy and responsible decisions at school, at home, and in the community
Goals				
Students demonstrate an awareness of their emotions Students understand the connection between their emotions and their behavior Students understand how their personal traits influence their lives Students understand the supports they have around them	Students manage their emotions and behaviors constructively Students set and achieve goals Students act with honesty and integrity Students persevere and recover from setbacks they encounter	Students recognize other people's emotions and perspectives Students demonstrate an awareness of cultural issues and a respect for human dignity and differences Students show consideration for others and a desire to contribute to the well-being of the school and community	Students use positive communication and social skills to interact effectively with others Students prevent, manage, and resolve interpersonal conflicts in constructive ways Students develop and maintain constructive interpersonal relationships Students collaborate to accomplish individual and group goals	Students demonstrate a sense of personal responsibility Students consider ethical, safety, and societal factors in making decisions Students apply problem solving skills and use effective decision making skills to responsibly manage daily academic and social situations

Self-Awareness: being able to recognize emotions, interests, and strengths in one's self and having a well-grounded sense of confidence and optimism

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate an awareness of their emotions	Recognize and label emotions & thoughts Describe emotions and the internal and external triggers that cause them Identify comfortable and uncomfortable thoughts and emotions	Distinguish among intensity levels of one's emotions Describe how one physically responds to emotions Identify when one is feeling uncomfortable emotions, and identify coping strategies for uncomfortable emotions	Recognize negative emotions as indicators of situations in need of attention Analyze emotional states that contribute to or detract from the ability to problem solve	Distinguish real feelings from how others expect one to feel Describe the external event or internal cognition that triggered an emotion Understand the effect of self-talk on emotions	Describe how changing interpretation of an event can alter feelings Use self-reflection to ensure emotions are in line with the truth of a situation Acknowledge an emotion and determine the appropriate time and place to safely process the emotion
Students understand the connection between their emotions and their behavior	Identify positive and negative consequences associated with behaviors Identify how emotions and thoughts are connected to behavior	Recognize and label emotions, and discuss how they are linked to behavior and consequences Identify how emotions and thoughts are connected to behaviors, and how behaviors are connected to outcomes	Explain the possible outcomes associated with the different forms of communicating emotions	Distinguish between different emotion-behavior connections and choose appropriate responses	Identify support systems that promote like-minded interactions
Students understand how their personal traits influence their lives	Identify personal and external characteristics Describe things one does well	Describe the personal qualities one possess that make one a successful member of a school community	Analyze how personal qualities and temperaments influence choices and successes Apply self-reflection	Identify things about self that cannot change and devote energy to something that can change Recognize personal learning	Find and enhance an affinity Identify skills and credentials required to enter a particular profession and begin to prepare

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	Describe an activity/task in which help may be needed in order to be successful	Describe and prioritize personal skills and interests to develop Understand how personal traits affect relationships at home and at school Understand how personal traits (strengths) help solve problems	techniques to recognize personal strengths, weaknesses, and potential areas of growth Implement a plan to build on strengths, meet a need, or address a challenge	style/intelligence and find ways to employ those styles Explore possible career and volunteer opportunities based on identified interests and strengths	accordingly Show self-esteem based on accurate assessment of self
Students understand the supports they have around them	Identify trusted adults Explain situations in which they need to seek adult help (big problem/small problem) Understand how and where to get help in an emergency situation	Recognize qualities of positive role models Identify positive adults in various facets of their lives Identify peer, home, and school resources they can access to help solve problems	Have an awareness of where to go for support when in need Evaluate the benefits of participating in extracurricular activities Recognize outside influences on the development of personal characteristics and discern whether influences are supportive or non-supportive	Identify school support personnel and have knowledge of when and how to use them Identify organizations in the community that provide opportunities to develop interests or talents	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

Self-Management: being able to manage emotions and behaviors in different situations and being able to persevere in the face of challenges					
	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students manage their emotions and behaviors constructively	Identify ways to calm self including using self-talk strategies Demonstrate constructive ways to deal with upsetting emotions Remove self from a triggering event	Use self-monitoring strategies (self-talk, breathing, and mindfulness techniques) to regulate emotions Show skills in handling internal and/or external pressure situations (e.g. calm down, walk away, seek help, or mediation) Demonstrate an ability to present one's perspective (I-messages)	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	Demonstrate control of behavior so as not to behave impulsively Evaluate the role attitude plays in success (pessimism vs. optimism) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress	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
Students set and achieve goals	Identify a goal Identify the steps needed to perform a routine task or accomplish a goal Describe something one has accomplished	Describe why participating in one's education is important in helping achieve personal goals Describe the steps in setting and working toward goal achievement Evaluate what one may have done differently to achieve greater success on a recent goal	Apply goal setting skills to promote academic success Set a positive social interaction goal Demonstrate goal-setting skills relating to potential career paths	Monitor progress toward achieving a goal, and make adjustments in one's plan as needed Identify outside resources that can help in achieving a goal Set a positive academic goal	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement Demonstrate an understanding that goal setting promotes life long success

		Distinguish between long term and short term goals			
Students act with honesty and integrity	Distinguish between a truth and a lie Analyze the consequences of lying and/or breaking classrooms/school rules Understand the importance of telling the truth	Show willingness to tell the truth in appropriate situations and ways; show willingness to take responsibility for actions Identify reasons why honesty is a valued trait Analyze the outcomes of dishonesty	Activate personal integrity as a tool to resist negative peer pressure Evaluate how honesty contributes to lifelong success and relationship building	Analyze one's behavior to determine whether or not one is being authentic Analyze whether one is behaving in an honest manner and adjust accordingly	Show authenticity in behaviors Act with a correlation between one's words and actions

Social Awareness: being able to take the perspective of and empathize with others and respect diversity in others					
	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students recognize other people's emotions and perspectives	Predict how others are feeling based on facial expressions and body language Recognize words and actions that hurt others Recognize that everyone responds to experiences differently	Identify and predict how one's behavior affects the emotions of others Define the terms perspective/point of view Show respect for other people's points of view Use facial expressions, body language, and listening skills to identify the feelings/perspectives of others	Analyze ways one's behavior may affect the feelings of others and adjust accordingly Provide support and encouragement to others in need Show respect for other people's perspectives	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	Differentiate between the factual and emotional content of what a person says Express empathy towards others Value and learn from the perspectives of others
Students demonstrate an awareness of cultural issues and a respect for human dignity and differences	Describe ways people are similar and different Name positive human qualities in others that cross all cultures and groups	Identify contributions of various social and cultural groups Recognize that people from different cultural and social groups share many things in common Define stereotyping, discrimination, prejudice, and tolerance, and be able to identify those traits in self and others	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, and identify ways to address	Demonstrate respect for individuals from different social and cultural groups Participate in cross-cultural activities, and and reflect on personal responses based on the setting of these activities	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 a cultural setting that differs from personal background and a willingness to adapt

					as necessary Speak up when others are expressing stereotypes and prejudice
Students show a consideration for others and a desire to contribute to the well-being of the school and community	Recognize and name how others within one's school, home, and community help them Identify how one can help others Express one's feelings about helping others Define the term community	Describe what they learned about themselves in helping others Identify roles they have that contribute to their school, home, and community Work together with peers to address a need in their school or community, or offer assistance to their school or community Define the terms empathy and compassion, and identify those traits in self and others Demonstrate tolerance, empathy and compassion	Explain how one's decisions and behaviors affect the wellbeing of school and community Explore a community or global need and generate possible solutions	Work cooperatively with others to implement a strategy to address a need in the broader community Evaluate the impact of one's involvement in an activity to improve school or community	Participate in activities that show one is an agent for positive change within the community/world Analyze one's responsibilities as involved citizens of a democratic society

Relationship Skills: being able to establish and maintain healthy and meaningful relationships with others

	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students use positive communication and social skills to interact effectively with others	Use whole body listening when others are speaking Demonstrate the use of verbal etiquette (use please, thank you excuse me, etc.) Take turns and share with others Use appropriate behaviors when talking to others (greetings, eye contact, respecting personal space)	Give and receive compliments in a genuine manner Use attentive listening skills to foster better communication Demonstrate good sportsmanship Demonstrate cooperative behaviors in a group (listen, encourage, acknowledge opinions, compromise, reach consensus)	Demonstrate an ability to both assume leadership and be a team player in achieving group goals Differentiate between passive, assertive, and aggressive responses Practice reflective listening	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	Use assertive communication to get their needs met without negatively impacting others Empower, encourage, and affirm self and others through their interactions
Students prevent, manage, and resolve interpersonal conflicts in constructive ways	Identify interpersonal problems that need adult help to be resolved and when they can be solved independently Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices	Show an understanding of conflict as a natural part of life Understand the difference between conflict and bullying Describe causes and effects of conflicts	Identify the roles of individuals in conflict and understand one's responsibility in reaching resolution Apply conflict resolution skills to de-escalate, defuse, and resolve differences	Analyze how listening and talking accurately can help in preventing and resolving conflicts Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety	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

	Identify feelings in a conflict Demonstrate use of "I-messages" Can state the problem and possible solutions	Distinguish between destructive and constructive ways of dealing with conflict Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.) Demonstrates the use of problem solving skills and processes	Identify how all parties in conflict might get needs met Identify positive supports to go to in a conflict situation/crisis	Access conflict resolution and problem-solving resources	one's role in a conflict and utilize this information to change behavior in future conflicts
Students develop and maintain constructive interpersonal relationships	Identify relationships one has with others List traits of a good friend Design a plan for making friends Understand how to initiate and maintain conversations and play with peers	Recognize what makes a relationship healthy or unhealthy Evaluate and understand the difference in behaviors in a relationship that lead to positive or negative consequences Identify a problem in a relationship and seek appropriate assistance	Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure Involve self in positive activities with peer group Demonstrate ability to be true to personal values when choosing friendships	Understand the benefits of setting limits for themselves and others (setting boundaries) Practice strategies for maintaining positive relationships (pursue shared interests and activities, spend time together, give and receive help, and practice forgiveness) Understand the value of mentors	Actively participate in a healthy support network of valued relationships Independently seek out relationships that support development through life
Students collaborate to accomplish individual and group goals	Demonstrate ways to keep bodies and minds in the group Demonstrate appropriate	Awareness of one's own contributions within a group that benefit the group and self	Understand the differences between actively participating versus taking a supportive role	Identify support systems in the school that promote like-minded behaviors Communicate thoughts and	Advocate for constructive criticism/feedback and openly receive information Identify support systems in

	turn taking within a group setting	Ability to take and accept input from all members of the group rather than focusing on personal ideas Ability to hear the perspective of others and compromise for the benefit of the whole group	Demonstrate an ability to work as a team player in achieving group goals Demonstrate follow-through with individual responsibilities to the group	ideas from a strengths based perspective	community that will foster further growth

Responsible Decision Making: being able to make healthy and responsible decisions at school, at home, and in the community					
	Early Elementary	Late Elementary	Middle School	Early High School	Late High School
Students demonstrate a sense of personal responsibility	Understand that school-wide expectations and responsibilities promote a safe and productive environment Accept that there are positive and negative consequences for one's choices and actions Act responsibly when using other people's property	Define what it means to be responsible and identify things for which one is responsible Explain the benefits of being responsible and consequences of being irresponsible Choose to take care of school responsibilities without being reminded Demonstrate intrinsic motivation to engage in actions that promote a positive school community	Identify the areas of school and life that are within one's control Analyze the short and long term outcomes of safe, risky, and harmful behaviors Define one's responsibility for the outcomes involved in safe, risky, and harmful behaviors	Analyze the effect taking responsibility or not taking responsibility can have on self and others Describe how taking personal responsibility can lead to success Demonstrate an ability to take responsibility for one's choices	Realize the level of control one has over their own lives and act accordingly Take the role of a personally responsible citizen promoting the betterment of the community
Students consider ethical, safety, and societal factors in making decisions	Identify ways to promote safety for oneself and others Identify ways to respond to unfamiliar adults in different settings Stand up for self and let others know when being	Identify expected and unexpected behaviors in common situations Define cyber-bullying and peer pressure and response strategies for both Show respect for	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions Describe the power of a bystander in a bullying or sexual harassment	Evaluate how external influences (media, peer, cultural norms) affect one's decision-making Consider ethical, safety, and societal factors when making decisions	Apply ethical reasoning to evaluate societal practices Analyze own role in situations where others are threatened with either physical or emotional harm Examine how the norms of different societies and

	treated unfairly Stand up for a friend/peer and lets others know when a person is being treated unfairly Recognize that one has choices in how to respond to situations	differences in people's characteristics and traits Respect the personal space of others, and what others do and do not like physically Recognize and describe how the media can influence one's behavior Stand up for self or a peer who is being bullied when appropriate and involve adults as needed	situation Analyze the reasons for school and societal rules		cultures influence members' decisions and behaviors
Students apply problem solving skills and use effective decision making skills to responsibly manage daily academic and social situations	Identify the steps of a problem solving model Implement stop, think, and act strategies in solving problems Differentiate between small and large problems Recognize there are choices in how to respond to situations	Describe the steps of a decision-making model Generate alternative solutions to problems, predict possible outcomes, and evaluate consequences of possible actions Participate effectively in group decision-making processes	Identify and apply the steps of systematic decision-making Evaluate strategies for avoiding risky behavior	Identify support systems that promote positive problem-solving skills and decision making skills	Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices