

Pre-K-2nd Grade Social & Emotional Learning

Pre-K-2

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Recognize and label emotions/feelings Describe their emotions and the situations that cause them (triggers) 	Positive Action Unit 1 "I" statements Kelso Choices Bucket Filling Literature Tough Kids Social Skills Smart Start Smart Kids (Mulkey & M. prick) Bully Blockers (Bill Jensen) Auto B Good SuperFlex Second Step How Does Your Engine Run Mindfulness Growth Mindset Author Julia Cook (30+titles SEL)
1B. Students demonstrate awareness of their personal and physical traits	I know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Identify their likes and dislikes Describe things they do well Describe an activity/task in which they may need help in order to be successful 	Positive Action Unit 2 Student of the Week poster Auto B Good Student Lead Conferencing/goal setting Second Step How Does Your Engine Run
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Identify an adult they trust 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 	The Great Body Shop Bully Blockers (Bill Jensen) Super Flex Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> 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 	Guidelines for Success Love & Logic Auto B Good SuperFlex CHAMPS Ch. 7 & 8 Check In Check Out Positive Action Unit 5

1E. Students have an awareness of personal safety and appropriate boundaries	I am able to assert myself and advocate for my own safety when necessary. <ul style="list-style-type: none"> • Differentiate between safe and unsafe touch • Identify safe adults to help 	The Great Body Shop Bully Blockers Tough Kids Social Skills Positive Action Unit 5
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Pre-K-2

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is appropriate. <ul style="list-style-type: none"> • Identify ways to calm themselves • Demonstrate constructive ways to deal with upsetting emotions • Walk away/remove themselves from a triggering event 	Positive Action Unit 3 Great Body Shop Kelso Choices Strong Start Go Noodle SEL Stop & Think Second Step Auto B Good SuperFlex How Does Your Engine Run
2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> • 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 	Positive Action Unit 5 Auto B Good Second Step CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> • Identify a goal (wish, dream) • Identify the steps needed to perform a routine task or accomplish a goal • Describe something they have accomplished. 	Positive Action Unit 6 Auto B Good NWEA Goal Setting SuperFlex CHAMPS chpt 8 Intervention C Goal Setting (R. Sprick) Student Led Conferences Check In Check Out

Pre-K-2

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> • Predict how others are feeling based on their facial expressions and body language • Recognize words and actions that hurt others 	Positive Action Unit 4 Second Step Bucket Filling Stop & Think Auto B Good Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book Love & Logic
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> • Recognize and name how others within their school, home, and greater community help them • Identify how they help others (e.g. feed the dog, share, and clean up when asked) • Express how they feel about helping others 	Positive Action Unit 4 Second Step Bucket Filling Auto B Good Super Flex
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> • Describe ways that people are similar and different • Name positive human qualities in others that cross all cultures and groups 	Positive Action Unit 4 Auto B Good Bucket Filling Bully Blockers (Diversity Lessons, Bill Jensen author)

3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> Understand the importance of respecting personal space Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in) Wait their turn, observe the situation, and know when it's appropriate to respond 	Positive Action Unit 3 Auto B Good Second Step Super Flex Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book
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Pre-K-2

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> Pay attention to others when they are speaking Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.) Take turns and share with others 	Positive Action Unit 3-4 Great Body Shop Auto B Good Second Step Kagan Team building and structures Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book CKH Social Contract
4B. Student develops constructive relationships	I will work on having constructive relationships. <ul style="list-style-type: none"> Identify relationships they have with others List traits of a good friend Design a plan for making friends 	Positive Action Unit 4 Great Body Shop Auto B Good Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, Tough Kids) Soc. Skill
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> Identify interpersonal problems they need adult help to resolve Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices 	Positive Action Unit 3 Great Body Shop Auto B Good Love and Logic Second Step Super Flex Bully Blockers (Bill Jensen, author) CKH Social Contract

Pre-K-2

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> Describe ways to promote the safety of themselves and others. Recognize that they have choices in how to respond to situations. Implement thought, actions, and feelings circle 	Positive Action Unit 3 Super Flex Love and Logic Stop & Think Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book
5B. Students identify problem and consider multiple consequences	I can solve problems. <ul style="list-style-type: none"> Identify the problem Identify a range of decisions that students make at school Predict consequences for different decisions 	Positive Action Unit 6 Auto B Good Love and Logic Super Flex Bully Blockers (Bill Jensen, author) Tough Kids Social Skill Book (Susan Sheridan, PhD author)

3rd – 5th Grade Social & Emotional Learning

3-5

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Distinguish among intensity levels of their emotions Describe how they physically respond to emotion Recognize and label emotions and discuss how they are linked to behavior 	Positive Action Units 1, 3, 6 Capturing Kids Hearts: Good Things Class Meeting I-Statements Stop & Think CICO Great Body Shop
1B. Students demonstrate awareness of their personal and physical traits	I know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Describe the personal qualities they possess that make them successful members of their school community Describe and prioritize personal skills and interests that they want to develop 	Positive Action Units 1, 4, 5 Self-Affirmations Student led conferences Lunch-time Friendship Groups/Lunch Bunch Great Body Shop
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> 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 	Kelso's Choices Positive Action Units 1, 4, 5, 6 Capturing Kids' Hearts Great Body Shop
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Choose to do school work/chores without being reminded Define what it means to be responsible and can identify things for which they are responsible Explain the benefits of being responsible 	Positive Action Unit 3 Responsibility Chart Class Jobs CHAMPs Safe and Civil Schools Great Body Shop
1E. Students have an awareness of personal safety and appropriate boundaries	I am able to assert myself and advocate for my own safety when necessary. <ul style="list-style-type: none"> Differentiate between safe and unsafe touch Identify safe adults to help 	The Great Body Shop Human Growth and Development Lesson in 4th/5th grades Personal Safety Lesson

3-5

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> Use self-monitoring strategies (self-talk) to regulate emotions Show skills in handling pressure situations (e.g. calm down, walk away, and seek help or mediation) Demonstrate an ability to present their own perspective (I-messages) 	Positive Action Unit 3 Zones of Regulation Stop & Think Strategies Cool down passes/areas Great Body Shop

2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> ● Show willingness to tell the truth in a difficult situation, while honoring personal boundaries ● Identify reasons why honesty is a valued trait ● Analyze the outcomes of dishonesty 	Positive Action Unit 5 Guidelines for Success Virtues Project Responsibility Chart Great Body Shop CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> ● Describe why participating in their education is important in helping them achieve personal goals ● I can turn problems into positive opportunities ● Describe the steps in setting and working toward goals ● Evaluate what they might have done differently to achieve greater success on a recent goal ● Distinguish between long term and short term goals 	Positive Action Unit 6 Goal Setting--MAP Student Behavior Contracts Growth Mindset Great Body Shop

3-5

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> ● Predict how their own behavior affects the emotions of others ● Define the terms perspective/point of view ● Use listening skills to identify the feelings/perspectives of others 	Positive Action Unit 4 Great Body Shop Class Meeting CKH Lunch-time Friendship Groups/Lunch Bunch
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> ● 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 	Positive Action Unit 4 Bucket Filling School-wide positive reinforcers Peer Mentors Grade Level Buddies Great Body Shop
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> ● Identify contributions of various social and cultural groups ● Recognize that people from different cultural and social 	Title I family events ANSEP JNYO Community presenters 4th Grade Social Studies
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> ● 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 	Class Meetings Role Play Zones of Regulation Student led class presentations Positive Action Unit 4

3-5

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> 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 (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus) 	Class Meetings Put-ups Bucket Filling PE curriculum Extra-Curricular Acts Kagan Positive Action Unit 4 CKH Social Contract
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> 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 	Positive Action Unit 4 & 5 Great Body Shop Class Meetings Friendship Groups
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> 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 (listen, express feelings, discuss solutions, make amends, etc.) 	Positive Action Unit 4-5 Class Meeting Role Playing CHAMPS

3-5

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> Describe the steps of a decision-making model Generate alternative solutions to problems and predict possible outcomes Effectively participate in group decision-making processes Implement thought, actions and feelings circle 	Positive Action Unit 2, 4 CICO Kagan Kelsos Choice Lunch-time Friendship Groups/Lunch Bunch
5B. Students identify problem and consider multiple consequences	I can identify positive solutions to problems. <ul style="list-style-type: none"> Predict consequences for different decisions Evaluate how decisions affect others Demonstrate refusal skills for resisting pressure to engage in unsafe or unethical activities 	Positive Action Unit 2, 4 Stop & Think 4 questions strategy from CKH Student Behavior Contracts

6th – 8th Grade Social & Emotional Learning

6-8 Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.		
SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> 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 the different forms of communicating emotions 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1B. Students demonstrate awareness of their personal traits	I am aware of my traits, know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Analyze how personal qualities and temperaments influence choices and successes Apply self-reflection techniques to recognize their strengths, weaknesses, and potential Implement a plan to build on strengths, meet a need, or address a challenge 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Have 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 those influences are supportive or non-supportive 	Helping Kids Succeed - Alaskan Style (Asset Building) CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> Identify the areas of school and life that are within their control Analyze the short and long term outcomes of safe, risky, and harmful behaviors Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors 	Teen Health CKH Teen Leadership Ch. 5 Positive Action Unit 5
6-8 Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.		
SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> 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) 	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 3 Teen Health

2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> ● Activate personal integrity as a tool to resist negative peer pressure ● Evaluate how honesty contributes to lifelong success and relationship building 	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 5 Teen Health CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> ● Apply goal-setting skills to promote academic success ● Set a positive social interaction goal ● Demonstrate goal-setting skills relating to potential career paths ● Demonstrate perseverance to achieve long-and short-term goals 	CKH Teen Leadership Ch. 2-3 Positive Action Unit 6 Teen Health

6-8

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> ● Analyze ways their 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 	Positive Action Unit 4 Teen Health CKH Social Contract
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> ● Explain how their decisions and behaviors affect the wellbeing of their school and community ● Explore a community or global need and generate possible solutions 	CKH Teen Leadership Community Service Positive Action Unit 4 Student Government NJHS
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> ● 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 this 	Positive Action Unit 4 Teen Health CKH Social Contract Counseling Bullying/Harassment Prevention Curriculum
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> ● Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking) ● Recognize the personal boundaries of themselves and others (friends, family members, and teachers) 	Positive Action Unit 4 Teen Health

6-8

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> ● Use leadership and teamwork skills to work effectively in diverse teams ● Differentiate between passive, assertive, and aggressive responses ● Practice reflective listening 	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch. 1. 8 Positive Action Unit 4
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> ● Distinguish between positive and negative peer pressure and 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 	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch 1, 8 Positive Action Unit 4
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> ● Identify the 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 (win-win) ● Identify positive supports to go to in a conflict situation/crisis 	Teen Health - Building Character and Preventing Bullying Restorative Circles CKH Teen Leadership Ch. 7 Positive Action Unit 4 Counseling Bullying/Harassment Prevention Curriculum

6-8

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none"> ● Identify and apply the steps of systematic decision-making ● Evaluate strategies for avoiding risky behavior ● Use refusal skills to avoid peer pressure ● Implement thought, actions and feelings circle 	CKH: Four Questions CKH Teen Leadership Ch. 5 Building Assets #31-32 Positive Action Unit 6
5B. Demonstrate ethical decision-making and social responsibility	I consider ethical, safety, and societal factors in making decisions <ul style="list-style-type: none"> ● 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 	CKH Teen Leadership, Ch. 5 Building Assets #32 CKH Social Contract Positive Action Unit 4, 6

9th – 12th Grade Social & Emotional Learning

9-12

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	I am aware of what I am feeling. <ul style="list-style-type: none"> Distinguish their real feelings from how others expect them to feel Describe the external event or internal cognition that triggered an emotion Understand the effect of self-talk on emotions Describe how changing their 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 a situation Acknowledge an emotion and determine the appropriate time and place to safely digest it 	Restorative Circles (San Francisco Unified School District website) CKH Teen Leadership Community Time Built into Human Relations classes Pearson Health-9th
1B. Students demonstrate awareness of their personal traits	I am aware of my traits, know what I do well, and know what areas I can work on. <ul style="list-style-type: none"> Identify things about themselves that they cannot change and devote their energy to something they can change Recognize their personal learning style/intelligence and find ways to employ those styles Explore possible career and volunteer opportunities based on their identified interests and strengths 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 	Personal Learning Plans that include short and long term goals. Weekly 1-1 meetings with Mentors. Phlight Club AKCIS Adventures in Adulting QPR Positive action Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become.
1C. Students demonstrate awareness of their external supports	I am aware of the supports I have around me. <ul style="list-style-type: none"> Identify school support personnel and have knowledge of when and how to use them Identify organizations in their community that provide opportunities to develop their interests or talents Activate community resources to help them achieve their goals Access safety networks for self and others Have constructive support systems in place that contribute to school and life success 	Phlight Positive Actions Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become. CKH Teen Leadership CKH

1D. Students have a sense of personal responsibility	I am aware of and accept my responsibilities. <ul style="list-style-type: none"> 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 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 	Teen Leadership Restorative Circles Lunch reflections Positive Action Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become.
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9-12

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	I can manage my emotions in a way that is constructive and appropriate. <ul style="list-style-type: none"> 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 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 	English 1 Curriculum Ex; "Simon's Hook" Mindfulness Activities "Safe Haven"-Counseling Area/environment (Project AWARE Counselor) Positive Action Kit 2 Pearson Health "Expressing Anger in Healthy Ways" pg 42
2B. Student demonstrates honesty and integrity	I can act in an honest manner. <ul style="list-style-type: none"> Analyze their behavior to determine whether or not they are being authentic Analyze whether they are behaving in an honest manner and adjust accordingly Show authenticity in their behaviors Act with a correlation between their words and their actions (walk the talk) 	Restorative Circles CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	I can set and achieve goals that will help me to be successful. <ul style="list-style-type: none"> 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 Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement Demonstrate an understanding that goal setting promotes lifelong success Demonstrate perseverance to achieve long- and short-term goals 	Personal Learning Plan (AKCIS) Freshman SOAR Pearson Health- "Setting Goals" pg 522 Counseling Curriculum

2D. Student demonstrates skills to manage action, time, energy, money, possessions, and talent	I can use management skills to reach my goals. <ul style="list-style-type: none"> • Use time management, organizational and study skills • Demonstrate the ability to delay immediate gratification for long-term rewards 	Positive Action Kit 3 AKCIS Personal Finance
9-12 Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.		
SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	I care about the feelings and viewpoints of others. <ul style="list-style-type: none"> • 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 	Restorative Circles Thematic History Lesson Pearson Health - empathy pg. 126 English 1 Curriculum Ex; "Night" CKH Teen Leadership
3B. Student demonstrates consideration for others and desire to positively contribute to the community	I care about others and do my part to make my community better. <ul style="list-style-type: none"> • 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 • Participate in activities that show they are agents for positive change within their community/world • Analyze their responsibilities as involved citizens of a democratic society 	Community Time Civil Injustice Projects English 1 Curriculum CKH Teen Leadership
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	I care about and respect the individual differences of others. <ul style="list-style-type: none"> • 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 • 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. <ul style="list-style-type: none"> • Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary 	Project based learning in history courses English II Curriculum
3D. Student can read social cues	I care about how I perceive others and how they perceive me. <ul style="list-style-type: none"> • Evaluate how society and cultural norms and mores have an effect on personal interactions • Read social cues and recognize the impact of their reactions to those cues • Recognize and respond to social cues in a manner that contributes to their life-long success 	CKH Teen Leadership CKH Social Contract

9-12

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	I will interact well with others. <ul style="list-style-type: none"> • Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward • Use leadership and teamwork skills to work effectively in diverse teams • 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 themselves and others through their interactions 	Community Time Civil Injustice Project Pearson Health “Resolving Conflict”-pg.127 The Fourth “R” Curriculum
4B. Student develops constructive relationships and a sense of belonging in the school environment	I will work on having constructive relationships. <ul style="list-style-type: none"> • Understand the benefits of setting limits for themselves and others (boundaries) • Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) • Understand the value of mentors • Actively participate in a healthy support network of valued relationships • Independently seek out relationships that support their development through life 	Teen Leadership CKH Phlight-student support card
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	I will deal with interpersonal conflicts constructively. <ul style="list-style-type: none"> • 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 (i.e. security, trusted adults, peer mediators, counselors) • 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 	Restorative Circle CKH Social Contract

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Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	I can make good decisions. <ul style="list-style-type: none">● Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making● Consider ethical, safety, and societal factors when making their decisions● Implement thought, actions and feelings circle● Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices	Personal Learning Plans AKCIS Pearson Health Counseling Curriculum
5B. Demonstrate ethical decision-making and social responsibility	I consider ethical, safety, and societal factors in making decisions. <ul style="list-style-type: none">● 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	Pearson Health CKH Teen Leadership Counseling Curriculum