

Sample Draft SEL Standards for Illinois—August 2003

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Goal 31: Accurately identify one’s emotions and strengths.

Learning Standards

- A. Describe how one is feeling in various situations.
- B. Make a realistic assessment of one’s abilities and positive qualities.
- C. Maintain a well-grounded sense of self-confidence and hopefulness about one’s future.

Goal 32: Demonstrate empathy and an appreciation of individual and group differences.

Learning Standards

- A. Recognize how one’s behaviors and statements affect others.
- B. Demonstrate an ability to identify and understand the thoughts and feelings of others.
- C. Be receptive to and respectful of individual and group differences.
- D. Appreciate and interact positively with diverse groups.

Goal 33: Effectively manage one’s emotions and work towards achieving one’s goals.

Learning Standards

- A. Monitor and regulate one’s emotions as an aid in meeting challenges.
- B. Establish and work toward achievement of short- and long-term pro-social goals.
- C. Persevere in the face of setbacks and frustrations.
- D. Strive for excellence in developing one’s unique talents.
- E. Control aggressive and self-destructive, antisocial behavior.

State Goal 34: Demonstrate effective relationship skills.

Learning Standards

- A. Demonstrate honesty and fulfillment of commitments in relating to others.
- B. Align verbal with nonverbal messages in relating to others.
- C. Achieve mutually satisfactory resolutions to conflict through cooperation and negotiation.
- D. Resist risky or destructive social pressure.
- E. Determine when to seek help and identify appropriate sources.

Goal 35: Make responsible decisions.

Learning Standards

- A. Accurately identify situations calling for a decision.
- B. Use a decision-making process that includes setting appropriate goals and generating alternative solutions.
- C. Anticipate the likely consequences of alternative solutions for all stakeholders, taking into account relevant ethical, safety, and legal factors.
- D. Demonstrate responsible approaches to correcting mistakes that avoid making excuses and/or blaming others.
- E. Behave in ways that promote the health and well-being of oneself and others.

Goal 36: Demonstrate good citizenship by contributing to the development of a more just, peaceful, and sustainable world.

- A. Demonstrate an understanding of selected issues of concern to one’s family, peers, school, neighborhood, nation, and world.
- B. Develop service plans to meet identified needs of one or more of these groups.
- C. Implement one’s service plan, making adjustments as needed along the way.
- D. Reflect on and share with others what one learned and how one feels as a result of participating in a service project.

Sample benchmarks for one standard for each of the above goals:

Goal 31, Standard A.--Describe how one is feeling in various situations.

Early elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>31.A.1.a. Identify one’s feelings in various situations using an external aid.</p> <p>31.A.1.b. Differentiate between feelings and actions.</p>	<p>31.A.2.a. Identify and describe one’s feelings as they occur.</p> <p>31.A.2.b. Demonstrate an understanding that one can choose how to respond to a feeling.</p>	<p>31.A.3.a. Describe common triggers of and bodily sensations associated with various feelings.</p> <p>31.A.3.b. Describe how thoughts and behaviors can affect feelings.</p>	<p>31.A.4.a. Differentiate among feelings associated with various situations.</p> <p>31.A.4.b. Demonstrate an ability to estimate the intensity of one’s feelings in various situations.</p>	<p>31.A.5.a. Demonstrate an ability to identify how one is feeling during emotionally charged situations.</p> <p>31.A.5.b. Recognize that one can have seemingly contradictory feelings at the same time.</p>

Goal 32, Standard B--Demonstrate an ability to identify and understand the thoughts and feelings of others.

Early elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>32.B.1.a. Accurately identify the feelings of characters in stories.</p> <p>32.B.1.b. Accurately identify the cues in story characters that indicate how they are feeling.</p>	<p>32.B.2.a. Describe how a friend might feel in various situations.</p> <p>32.B.2. b. Explain the implications of paying attention to or ignoring verbal and non-verbal cues when interacting with others.</p>	<p>32.B.3.a. Explain why others may view situations differently from you.</p> <p>32.B.3.b. Base on behavioral cues, analyze how people on two sides of a dispute might feel and why.</p>	<p>32. B.4.a. Analyze how someone you don't like might respond to various situations.</p> <p>32.B.4.b. Describe how others' feelings about various situations may change as a result of changes in their understanding of those situations.</p>	<p>32.B.5.a. Demonstrate accurate empathy with others in various situations.</p> <p>32.B.5.b. Describe the impact on others of one's demonstrated understanding of their feelings in various situations.</p>

Goal 33, Standard A--Monitor and regulate one's emotions as an aid in meeting challenges.

Early Elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>33.A.1.a. Recognize that one's feelings change over time.</p> <p>33.A.1.b. Describe how one's feelings in various situations can influence one's behavior.</p>	<p>33.A.2.a. Keep a record of how one's feelings change over time as circumstances change.</p> <p>33.A.2.b. Recognize that one's awareness of feelings changing as circumstances change is helpful in deciding how to deal with upsetting feelings.</p>	<p>33.A.3.a. Describe strategies for keeping calm when upsetting things happen.</p> <p>33.A.3.b. Demonstrate an ability to remain calm when upsetting things happen.</p>	<p>33.A.4.a. Describe strategies for motivating oneself by minimizing distractions.</p> <p>33.A.4.b. Demonstrate an ability to motivate oneself by minimizing distractions.</p>	<p>33.A.5. a. Analyze how one's ability to change an upsetting feeling contributes to a successful outcome.</p> <p>33.A.5.b. Journal one's attempts to succeed by changing an upsetting feeling.</p>

Goal 34, Standard B--Align verbal with nonverbal messages in relating to others.

Early elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>34.B.1.a. Recognize what an I-statement is and its role in clear communications.</p> <p>34.B.1.b. Use I-statements in various situations.</p>	<p>34.B.2.a. Recognize what alignment of verbal and non-verbal messages is and its value in clear communication.</p> <p>34. B.2.b. Demonstrate an ability to identify a lack of alignment between verbal and non-verbal messages in various situations.</p>	<p>34.B.3.a. Analyze problems that can result from giving mixed messages.</p> <p>34.B.3.b. Demonstrate an ability to align verbal and non-verbal messages in various situations.</p>	<p>34.B.4.a. Describe how one's body language could promote or undermine efforts to defuse emotionally charged situations.</p> <p>34.B.4.b. Demonstrate an ability to align one's body language with verbal statements to defuse emotionally charged situations.</p>	<p>34.B.5.a. Analyze situations to determine how to better bring verbal and non-verbal messages into alignment.</p> <p>34.B.5.b. Demonstrate in ability to analyze one's own behavior to improve alignment of verbal and non-verbal messages.</p>

Goal 35, Standard D, Demonstrate responsible approaches to correcting mistakes that avoid making excuses and/or blaming others.

Early elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>35.D.1.a. Explain what it means to make an excuse for one's mistake.</p> <p>35. D.1.b. Explain what it means to blame someone else for one's mistake.</p>	<p>35.D.2.a. Identify when characters in stories have made excuses for their mistakes.</p> <p>35.D.2.b. Identify when characters in stories have blamed others for their mistakes.</p>	<p>35.D.3.a. Describe the likely impact on oneself and others of making excuses for one's mistakes.</p> <p>35. D.3.b. Describe the likely impact on oneself and others of blaming them for one's mistakes.</p>	<p>35.D.4.a. Describe various ways of taking responsibility for one's mistakes.</p> <p>35.D.4.b. Demonstrate the use of apologies and making amends for one's mistakes.</p>	<p>35.D.5.a. Describe how to give and receive feedback to correct mistakes.</p> <p>35.D.5.b. Demonstrate an ability to accept and use feedback in correcting mistakes.</p>

Goal 36, Standard A, Demonstrate an understanding of selected issues of concern to one's family, peers, school, neighborhood, nation, and world.

Early elementary	Late Elementary	Mid/Junior H.S.	Early High School	Late High School
<p>36.A.1.a. Identify a family need or problem one could help address.</p> <p>36.A.1.b. Describe how one's understanding of this need or problem changes after discussing it with one's family.</p>	<p>36.A.2.a. Work with one's peers on a plan to collect information about a school need one could help meet.</p> <p>36.A.2.b. Describe differences found on the nature, extent, and causes of this need.</p>	<p>36.A.3.a. Work with one's peers to research a community need one could help meet.</p> <p>36.A.3.b. Describe and contrast any differences among one's peers of their understanding of this need.</p>	<p>36.A.4.a. With one's peers to prepare a position paper on an issue of national importance.</p> <p>36.A.4.b. Resolve differing or conflicting points of view among one's peers on the issue selected.</p>	<p>36.A.5.a. Work cooperatively with one's peers in conducting research on an issue of world importance.</p> <p>36.A.5.b. Based on research results, develop with one's peers recommendations on how best to impact this issue.</p>