



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A– Identify and Manage one’s emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Evaluate how expressing one’s emotions in different situations affects others.	Evaluate how expressing more positive attitudes influences others.	Implement a plan to build on a strength, meet a need, or address a challenge.	Evaluate how developing interests and filling useful roles support school and life success.	Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.	Monitor progress toward achieving a goal, and evaluate one’s performance against criteria.
<ul style="list-style-type: none"> • Create a project highlighting the communities assets and how it can affect the student’s choices. • Guide students on how to use upset feelings to ask for help rather than express anger. • Model the ability to express hurt without withdrawal, blame or aggression. • Analyze outcome differences in characters expressing fear in various situations (in the presence of a potential assailant, in the presence of a friend). • Discuss the impact of denial on mental health. 		<ul style="list-style-type: none"> • Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly. • Discuss decision-making based on what is legal rather than media images of success. • Assist students in developing relationships that support personal and career goals. • Journal how examples of the professional work or community service of an adult in the student’s life has contributed to an important life goal. • Coordinate activities to tutor younger students. 		<ul style="list-style-type: none"> • Mentor students to set long-term academic/ career goals with dates for completion and actions steps. • Predict possible barriers to achieving the goal and help design contingency plans for overcoming them. • Analyze how current decisions about health behaviors may affect long-term plans. • Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan. • Reflect on improving coping strategies. 	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Demonstrate how to express understanding of those who hold different opinions.	Demonstrate ways to express empathy for others.	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.	Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.	Plan, implement, and evaluate participation in a group project.	Evaluate the effects of using negotiation skills to reach win-win solutions.	Evaluate current conflict-resolution skills and plan how to improve them.
<ul style="list-style-type: none"> • Role-play effective communication strategies. • Debate opposing points of view on current issues. • Analyze the factors that have influenced the students perspective on an issue...why do they think the way they do? • Practice responding to ideas rather than the person stating them. 		<ul style="list-style-type: none"> • Allow students to analyze their perceptions of cultural variations based on their experiences. • Analyze how the media creates and reinforces societal expectations of various social and cultural groups. • Practice opposing intolerance and stereotyping (mock trials with students are being accused of non-conformist behaviors). 		<ul style="list-style-type: none"> • Role-play scenarios on giving and receiving help. • Discuss the effects of giving and receiving help. • Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas. • Model strategies for collaborating with peers and adults. 		<ul style="list-style-type: none"> • Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country). • Discuss strategies for dealing with sexual harassment and an abusive relationship. • Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war). 	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A- Consider ethical, safety, and societal factors in making decisions.		Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Standard C- Contribute to the well-being of one’s school and community.	
Apply ethical reasoning to evaluate societal practices.	Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.	Analyze how present decision making affects college and career choices.	Evaluate how responsible decision making affects interpersonal and group relationships.	Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.	Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.
<ul style="list-style-type: none"> • Create posters describing the value of resisting peer pressure that causes social or emotional harm to self or others. • Convene a student jury to review a current event/ scenario on a social topic or behavior. • Form groups of students to outline a service project within the community to show how it might make a positive impact on society. • Discuss ethical issues in social policy. 		<ul style="list-style-type: none"> • Journal how student’s social relationships have impact on their academic performance. • Discuss how the student’s interests, personality traits, and aptitudes affect career choices. • Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices. • Discuss class schedule choices with students and how it connects to their career choices. 		<ul style="list-style-type: none"> • Design a student created survey to identify school needs and prioritize the results. • Develop a project plan on the identified needs. • Conduct a research project on the school need of interest to the groups. • Work collaboratively with the community to raise awareness of the need within the school. • Communicate the results. 	

