

4th Grade and 5th Grade



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.	
Describe a range of emotions and the situations that cause them.	Describe and demonstrate ways to express emotions in a socially acceptable manner.	Describe personal skills and interests that one wants to develop.	Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	Describe the steps in setting and working toward goal achievement.	Monitor progress on achieving a short-term personal goal.
<ul style="list-style-type: none"> • Create a class list of positive strategies for handling conflict in the classroom. • Develop “I-statements” to express various emotions (I feel sad. I am upset.). • Introduce and model different strategies for handling upsetting situations. • Create journals/collages describing emotions based on student experiences. • Students can share “Class Compliment” cards to express positive feelings to classmates. 		<ul style="list-style-type: none"> • Allow students to choose a skill that they would like to learn or improve. • Brainstorm ways the class can get there families involved in school activities or support the school. • Develop ways students can support each other within the classroom (peer tutors, student advisors, student buddies, student guides...etc.). • Encourage students to be part of the school leadership roles (student council, clubs, mentorships). 		<ul style="list-style-type: none"> • Discuss how obstacles have been overcome to achieve goals (in literature, social science, and personal experience). • Use reflective conversations to discuss how the group/individual might have done something differently to achieve a goal. • Allow students to set academic and personal goals and monitor them. • Model how to evaluate the level of achievement of those goals. 	

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.	
Identify verbal, physical, and situational cues that indicate how others may feel.	Describe the expressed feelings and perspectives of others.	Identify differences among and contributions of various social and cultural groups.	Demonstrate how to work effectively with those who are different from oneself.	Describe approaches for making and keeping friends.	Analyze ways to work effectively in groups.	Describe causes and consequences of conflicts.	Apply constructive approaches in resolving conflicts.
<ul style="list-style-type: none"> • Brainstorm strategies to support students who are left out or bullied. • Role play responses to a range of emotions. • Reflect on how literary characters felt throughout a story. • Discuss the various points of view expressed on an historical, political or social issue. 		<ul style="list-style-type: none"> • Compare and contrast the social groups in the school/classroom. • Design a project that shows how the class or school is enriched by different cultures. • Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore. • Compare and contrast cultural groups. 		<ul style="list-style-type: none"> • Develop norms and strategies for working in collaborative groups. • Role play how to approach and start a conversation with a new student. • Create a class list of ways to take responsibility for mistakes. • Hold a class meeting to create strategies to resist negative peer pressure...how students can help each other or ask for help. 		<ul style="list-style-type: none"> • Discuss with students how to identify assertive, passive and aggressive conflict resolution behaviors. • Journal and share conflicts students have experienced and how they dealt with them (reflectively, what would they do different?). • Role-play refusal skills for unsafe behaviors (drugs, gangs...etc.). 	

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.	
Demonstrate the ability to respect the rights of self and others.	Demonstrate knowledge of how social norms affect decision making and behavior.	Identify and apply the steps of systematic decision making.	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	Identify and perform roles that contribute to the school community.	Identify and perform roles that contribute to one’s local community.
<ul style="list-style-type: none"> • Incorporate respect for the property of others into class rules. • Include “Digital Citizenship” or internet safety in classroom discussions and lesson plans. • Discuss the reasons we have laws and why it is important to obey them. • Analyze what it means to be responsible with regards to family, friends, school and community. • Discuss decision making and points of view. • Depict ways to help others (list, draw, cartoons). 		<ul style="list-style-type: none"> • Use collaborative group activities to make decisions on projects or activities. • Present small groups with the same problem scenarios and have them develop alternative solutions. • Reflect on the different solutions that each group developed. • Role-play social situations and the decision-making process (define the problem, how you feel, identifying factors, set a goal, alternative solutions and consequences, select a solution, evaluate the results). 		<ul style="list-style-type: none"> • Create a classroom “Bill of Rights” and discuss rights and responsibilities of all students. • Brainstorm ways students can contribute to their community (help a neighbor, clean up a block, community safety). • Hold an election for classroom offices. • Gather information about a need in the community. • Develop a plan to help with the need (What resources would be needed? Who could help? Where to start?). 	

