

Teaching and Learning Supports

High School

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Social Emotional Learning within Math Instruction

Local student data (even common student emotions observed by teachers in math class) can be an excellent place to start for identifying student SEL targets. Here are some detailed steps from a Classrooms in Action 'front line' support of integrating social emotional standards benchmarks at the classroom level with Thornton Township Highschool division of Math and Business educators.

Local teacher teams discuss potential links between observed student needs within Math instruction (ongoing emotional or social student behaviors) and SEL benchmarks. For effective implementation, team focus on three to four prioritized benchmarks helps continually reinforce specific SEL benchmark targets throughout the year connected to multiple lessons and classroom behavioral expectations. With explicit SEL benchmark goals being continually reinforced, teams can then begin to brainstorm common strategies in support of student SEL skill practice.

Educators who continue use of this common language and goal approach, can continue SEL

integration by co-creating a rubric for agreed upon student performance observation behaviors or artifacts which supports recording and tracking student progress.

Early High School (Grades 9-10) SEL benchmarks

Social Emotional Learning Standards (SEL)		
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.		
A. Identify and Manage One's emotions and behavior	Analyze how thoughts and emotions affect decision making and responsible behavior.	1A. 4a
	Generate ways to develop more positive attitudes.	1A. 4b
B. Recognize personal qualities and external supports	Set priorities in building on strengths and identifying areas for improvement.	1B. 4a
	Analyze how positive adult role models and support systems contribute to school and life success.	1B. 4b
C. Demonstrate skills related to achieving personal and academic goals.	Identify strategies to make use of resources and overcome obstacles to achieve goals.	1C. 4a
	Apply strategies to overcome obstacles to goal achievement.	1C. 4b
Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.		
A. Recognize the feelings and perspectives of others.	Analyze similarities and differences between one's own and others' perspectives.	2A. 4a
	Use conversation skills to understand others' feelings and perspectives.	2A. 4b
B. Recognize individual and group similarities and differences.	Analyze the origins and negative effects of stereotyping and prejudice.	2B. 4a
	Demonstrate respect for individuals from different social and cultural groups.	2B. 4b
C. Use communication and social skills to interact effectively with others.	Evaluate the effects of requesting support from and providing support to others.	2C. 4a
	Evaluate one's contribution in groups as a member and leader.	2C. 4b
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	Analyze how listening and talking accurately help in resolving conflicts.	2D. 4a
	Analyze how conflict-resolution skills contribute to work within a group.	2D. 4b
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.		
A. Consider ethical, safety, and societal factors in making decisions.	Demonstrate personal responsibility in making ethical decisions.	3A. 4a
	Evaluate how social norms and the expectations of authority influence personal decisions and actions.	3A. 4b
B. Apply decision-making skills to deal responsibly with daily academic and social situations.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	3B. 4a
	Apply decision-making skills to establish responsible social and work relationships.	3B. 4b
C. Contribute to the well-being of one's school and community.	Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	3C. 4a
	Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	3C. 4b

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Additional grade levels available at:

Teacher/Student Identified Need	SEL related benchmark	Strategies for support
Feeling frustrated in math performance (Math Practice #1)	SEL 1C.4a - Identify strategies to make use of resources and overcome obstacles to achieve goals.	<ul style="list-style-type: none"> • 3B4T Chart (Brain, Browse, Buddy, Teacher) • Beyond 'I Can't Do This' strategies
Dialogue with peers in math work groups (Math Practice #3)	SEL 2A.4b - Use conversation skills to understand others' feelings and perspectives	Supporting student discussions through use of Classroom Collaboration Kit . Order yours or print for use today!
Student Math Anxiety	SEL 1A.4a* - Analyze how thoughts and emotions affect decision making and responsible behavior.	Reduction of Math Anxiety <ul style="list-style-type: none"> • Teacher Language • Planning and study supports • Student mindfulness practice • PBIS or referral for supports

*SEL 1A.4a - Teacher/Student Observation Rubric

1 - Beginning	2 - Emerging	3 - Consistent	4 - Exemplar
Student rarely attempts to identify thoughts and feelings that disrupt math performance.	Student shows occasional ability to identify thoughts and feelings that disrupt math performance.	Student shows consistent ability to identify thoughts and feelings that disrupt math performance.	Student shows consistent ability to help self and others identify thoughts and feelings that disrupt math performance.