



Blaine County School District #61

Kindergarten - High School Social and Emotional Learning Standards

Anchor Standard	Learning Standard	
<p>1 Self-Awareness</p> <p>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.</p>	1A	Students demonstrate an understanding of one's emotions.
	1B	Students demonstrate knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.
	1C	Students demonstrate awareness of personal rights and responsibilities.
	1D	Students demonstrate an awareness of when help is needed and who can provide it.
<p>2 Self-Management</p> <p>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</p>	2A	Students demonstrate the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Students demonstrate the skills to set, monitor, adapt, achieve, and evaluate goals.
<p>3 Social Awareness</p> <p>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.</p>	3A	Students demonstrate empathy for other people's emotions, perspectives, cultures, languages, and histories.
	3B	Students contribute productively to one's school, workplace, and community.
	3C	Students demonstrate an awareness and respect for one's similarities and differences with others.
	3D	Students recognize leadership capacity in themselves and others.
<p>4 Relationship Skills</p> <p>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.</p>	4A	Students use a range of communication skills to interact effectively with students of diverse backgrounds, abilities, languages, and lifestyles.
	4B	Students cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4C	Students demonstrate the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
<p>5 Responsible Decision Making</p> <p>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.</p>	5A	Students consider the well-being of self and others when making decisions.
	5B	Students use a systematic approach to decision making in a variety of situations.
	5C	Students apply problem-solving skills to engage responsibly in a variety of situations.