

Ohio's Kindergarten through Grade 12 Social and Emotional Learning Standards

Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2	3-5	Middle Grades	High School
A1. 1.a Identify basic personal emotions	A1. 1.b Identify a range of personal emotions	A1. 1.c Identify, recognize and name personal complex emotions	A1. 1.d Identify complex emotions as an indicator of personal state of well-being
A1. 2.a Recognize emotions as natural and important	A1. 2.b Identify that emotions are valid, even if others feel differently	A1. 2.c Explain that emotions may vary based on the situation, including people and places	A1. 2.d Analyze ways emotions impact the social environment
A1. 3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1. 3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1. 3.d Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers
A1. 4.a Recognize that current events can impact emotions	A1. 4.b Describe how current events trigger emotions	A1. 4.c Explain how others' responses to current events can impact emotions	A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

Competency A: Self-Awareness

A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges

K-2	3-5	Middle Grades	High School
<p>A2. 1.a Identify personal interests and qualities</p>	<p>A2. 1.b Identify personal strengths based on interests and qualities</p>	<p>A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals</p>	<p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals</p>
<p>A2. 2.a Explore opportunities to develop skills and talents</p>	<p>A2. 2.b Demonstrate a skill or talent that builds on personal strengths</p>	<p>A2. 2.c Investigate a potential career path that builds on personal strengths and addresses challenges</p>	<p>A2. 2.d Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges</p>

Competency A: Self-Awareness

A3: Demonstrate awareness of and willingness to seek help for self or others

K-2	3-5	Middle Grades	High School
<p>A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them</p>	<p>A3. 1.b Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others</p>	<p>A3. 1.c Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally</p>	<p>A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support</p>
<p>A3. 2.a Seek help when faced with challenges or when frustrated with a task, skill or situation</p>	<p>A3. 2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths</p>	<p>A3. 2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths</p>	<p>A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths</p>
<p>A3. 3.a Describe situations or locations that feel safe</p>	<p>A3. 3.b Utilize strategies that support safe practices for self and others</p>	<p>A3. 3.c Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others</p>	<p>A3. 3.d Access community resources and safety networks for self or others</p>

Competency A: Self-Awareness

A4: Demonstrate a sense of personal responsibility, confidence and advocacy

K-2	3-5	Middle Grades	High School
<p>A4. 1.a Describe the outcomes of both following and breaking rules</p>	<p>A4. 1.b Identify and describe how personal choices and behavior impacts self and others</p>	<p>A4. 1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior</p>	<p>A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for post-secondary life</p>
<p>A4. 2.a Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self</p>	<p>A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self</p>	<p>A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk</p>	<p>A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges</p>
<p>A4. 3.a Identify ways to respectfully advocate for basic personal needs</p>	<p>A4. 3.b Identify ways to respectfully advocate for academic and personal needs</p>	<p>A4. 3.c Demonstrate basic self-advocacy academically and socially</p>	<p>A4. 3.d Demonstrate self-advocacy in context-specific situations</p>

Competency B: Self-Management**B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development**

K-2	3-5	Middle Grades	High School
<p>B1. 1.a Identify personal behaviors or reactions when experiencing basic emotions</p>	<p>B1. 1.b Demonstrate strategies to express a range of emotions within the expectations of the setting</p>	<p>B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response</p>	<p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation</p>
<p>B1. 2.a Describe verbal and nonverbal ways to express emotions in different settings</p>	<p>B1. 2.b Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings</p>	<p>B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings</p>	<p>B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation</p>
<p>B1. 3.a Identify and begin to use strategies to regulate emotions and manage behaviors</p>	<p>B1. 3.b Apply strategies to regulate emotions and manage behaviors</p>	<p>B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors</p>	<p>B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors</p>

Competency B: Self-Management

B2: Set, monitor, adapt and evaluate goals to achieve success in school and life

K-2	3-5	Middle Grades	High School
<p>B2. 1.a Identify goals for classroom behavior and academic success</p>	<p>B2. 1.b Identify goals for academic success and personal growth</p>	<p>B2. 1.c Recognize the importance of short and long-term goals for success in school and life</p>	<p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success</p>
<p>B2. 2.a Identify how adults and peers can help with a goal</p>	<p>B2. 2.b Identify school, family and community resources, with adult support, that may assist in achieving a goal</p>	<p>B2. 2.c Identify school, family and community resources that may assist in achieving a goal</p>	<p>B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal</p>
<p>B2. 3.a Describe what action steps can be taken to reach a short-term goal</p>	<p>B2. 3.b Plan steps needed to reach a short-term goal</p>	<p>B2. 3.c Set a short-term school or life goal with action steps to achieve success</p>	<p>B2. 3.d Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement</p>
<p>B2. 4.a Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles</p>	<p>B2. 4.b Identify alternative strategies with guidance toward a specified goal</p>	<p>B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed</p>	<p>B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed</p>

Competency B: Self-Management

B3: Persevere through challenges and setbacks in school and life

K-2	3-5	Middle Grades	High School
<p>B3. 1.a Describe a time when you kept trying in a challenging situation</p>	<p>B3. 1.b Identify strategies for persevering through challenges and setbacks</p>	<p>B3. 1.c Utilize strategies for persevering through challenges and setbacks</p>	<p>B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success</p>
<p>B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback</p>	<p>B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action</p>	<p>B3. 2.c Reframe a challenge or setback into an opportunity, with assistance</p>	<p>B3. 2.d Reframe a current challenge or setback, by reflecting on successes</p>

Competency C: Social Awareness

C1: Recognize, identify and empathize with the feelings and perspective of others

K-2	3-5	Middle Grades	High School
<p>C1. 1.a</p> <p>Identify facial and body cues representing feelings in others</p>	<p>C1. 1.b</p> <p>Identify verbal and nonverbal cues representing feelings in others</p>	<p>C1. 1.c</p> <p>Determine if verbal and nonverbal cues correspond to the feelings expressed by others</p>	<p>C1. 1.d</p> <p>Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others</p>
<p>C1. 2.a</p> <p>Identify words and actions that may support or hurt the feelings of others</p>	<p>C1. 2.b</p> <p>Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful</p>	<p>C1. 2.c</p> <p>Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ</p>	<p>C1. 2.d</p> <p>Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ</p>
<p>C1. 3.a</p> <p>Define empathy and identify empathetic reactions in others</p>	<p>C1. 3.b</p> <p>Demonstrate empathetic reactions in response to others' feelings and emotions</p>	<p>C1. 3.c</p> <p>Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective</p>	<p>C1. 3.d</p> <p>Demonstrate empathy through compassion in self and encourage in others</p>

Competency C: Social Awareness

C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

K-2	3-5	Middle Grades	High School
<p>C2. 1.a Identify the purpose for having school-wide expectations and classroom rules</p>	<p>C2. 1.b Identify reasons for making positive contributions to the school and community</p>	<p>C2. 1.c Explain the importance of civic mindedness</p>	<p>C2. 1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society</p>
<p>C2. 2.a Identify characteristics of positive citizenship in the classroom and school</p>	<p>C2. 2.b Demonstrate citizenship in the classroom and school community</p>	<p>C2. 2.c Pursue opportunities to contribute to school or the broader community</p>	<p>C2. 2.d Engage in civic duties and opportunities within the broader community</p>
<p>C2. 3.a Perform activities that contribute to classroom, school and home, with adult involvement as needed</p>	<p>C2. 3.b Perform activities that contribute to classroom, school, home and broader community</p>	<p>C2. 3.c Explore a school or community need and generate possible solutions</p>	<p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents</p>
<p>C2. 4.a Identify and participate in activities to improve school or home</p>	<p>C2. 4.b Identify areas of improvement for school or home and develop an action plan to address these areas</p>	<p>C2. 4.c Engage in an activity to improve school, home or community</p>	<p>C2. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community and world</p>

Competency C: Social Awareness

C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures

K-2	3-5	Middle Grades	High School
<p>C3. 1.a Discuss how people can be the same or different</p>	<p>C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true</p>	<p>C3. 1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice</p>	<p>C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group</p>
<p>C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups</p>	<p>C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other</p>	<p>C3. 2.c Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups</p>	<p>C3. 2.d Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective</p>
<p>C3. 3.a Discuss the concept of, and practice, treating others the way you would want to be treated</p>	<p>C3. 3.b Define and practice civility and respect virtually and in-person</p>	<p>C3. 3.c Demonstrate respect for human dignity virtually and in-person</p>	<p>C3. 3.d Analyze how one can build community that respects all human dignity virtually and in-person</p>

Competency C: Social Awareness

C4: Read social cues and respond constructively

K-2	3-5	Middle Grades	High School
C4. 1.a Recognize social cues in different settings	C4. 1.b Identify others' reactions by tone of voice, body language and facial expressions	C4. 1.c Generate positive responses to various social situations	C4. 1.d Evaluate how societal and cultural norms influence personal interactions
C4. 2.a Identify norms for various family and social situations	C4. 2.b Identify ways that norms differ among various families, cultures and social groups	C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context	C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment
C4. 3.a Recognize others' personal space and boundaries	C4. 3.b Recognize that individuals' needs for privacy and boundaries differ and respect those differences	C4. 3.c Recognize that personal and group needs can differ and identify positive actions to balance the needs of all	C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions

Competency D: Relationship Skills

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

K-2	3-5	Middle Grades	High School
D1. 1.a Identify and engage in positive communication skills	D1. 1.b Apply active listening and effective communication skills to increase cooperation and relationships	D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives	D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals
D1. 2.a Practice giving and receiving feedback in a respectful way	D1. 2.b Demonstrate the ability to give and receive feedback in a respectful way	D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others	D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals
D1. 3.a Develop an awareness that people communicate through social and digital media	D1. 3.b Describe the positive and negative impact of communicating through social and digital media	D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships	D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals

Competency D: Relationship Skills

D2: Develop and maintain positive relationships

K-2	3-5	Middle Grades	High School
D2. 1.a Demonstrate an awareness of roles in various relationships	D2. 1.b Identify what creates a feeling of belonging in various relationships	D2. 1.c Participate in a healthy network of personal and school relationships	D2. 1.d Establish and actively participate in a healthy network of personal, school and community relationships
D2. 2.a Recognize the need for inclusiveness	D2. 2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships	D2. 2.c Demonstrate inclusiveness in relationship building	D2. 2.d Incorporate compassionate and inclusive practices in relationships
D2. 3.a Recognize that people may influence each other with words or actions	D2. 3.b Distinguish the helpful and harmful impact of peer pressure on self and others	D2. 3.c Utilize strategies to manage social pressures	D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships

Competency D: Relationship Skills

D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

K-2	3-5	Middle Grades	High School
D3. 1.a Identify common conflicts and describe possible causes	D3. 1.b Identify and demonstrate personal behaviors to prevent conflict	D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict	D3. 1.d Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict
D3. 2.a Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems	D3. 2.b Apply conflict resolution skills to manage disagreements and maintain personal safety	D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships	D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety
D3. 3.a Apply listening and attention skills to identify the feelings and perspectives of others	D3. 3.b Generate ideas to reach a compromise and find resolution during conflict	D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed	D3. 3.d Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength

Competency E: Responsible Decision-Making

E1: Develop, implement and model effective decision and critical thinking skills

K-2	3-5	Middle Grades	High School
<p>E1. 1.a</p> <p>Identify a problem or needed decision and recognize that there may be multiple responses</p>	<p>E1. 1.b</p> <p>Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective</p>	<p>E1. 1.c</p> <p>Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective</p>	<p>E1. 1.d</p> <p>Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</p>
<p>E1. 2.a</p> <p>Identify strategies to solve a problem</p>	<p>E1. 2.b</p> <p>Implement strategies to solve a problem</p>	<p>E1. 2.c</p> <p>Gather evidence to support and solve academic and social challenges</p>	<p>E1. 2.d</p> <p>Implement a decision-making process to solve complex situations including academic and social challenges</p>

Competency E: Responsible Decision-Making

E2: Identify potential outcomes to help make constructive decisions

K-2	3-5	Middle Grades	High School
<p>E2. 1.a Identify factors that can make it hard for a person to make the best decision in the classroom</p>	<p>E2. 1.b Identify factors that can make it hard to make the best decisions at home or at school</p>	<p>E2 .1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence</p>	<p>E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers</p>
<p>E2. 2.a Identify reliable sources of adult help in the immediate setting</p>	<p>E2. 2.b Identify reliable sources of adult help in various settings</p>	<p>E2. 2.c Identify reliable sources of adult help in various settings and actively seek adults for support</p>	<p>E2. 2.d Independently seek reliable adult mentors in various settings</p>
<p>E2. 3.a Identify how personal choices will impact the outcome of a situation</p>	<p>E2. 3.b Predict possible future outcomes of personal actions in various settings</p>	<p>E2. 3.c Utilize knowledge of outcomes to inform future decisions</p>	<p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions</p>

Competency E: Responsible Decision-Making

E3: Consider the ethical and civic impact of decisions

K-2	3-5	Middle Grades	High School
E3. 1.a Identify how certain actions can impact others	E3. 1.b Demonstrate the ability to respect the rights of self and others	E3. 1.c Apply honesty, respect and compassion to the decision-making process	E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process
E3. 2.a Recognize safe practices and actions	E3. 2.b Demonstrate safe practices to guide actions	E3. 2.c Demonstrate safe practices to guide actions for self and toward others	E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others
E3. 3.a Recognize the need for group decisions that support a common goal	E3. 3.b Consider various perspectives and sources of information when participating in group decision-making	E3. 3.c Research opportunities for participation in civic-minded activities that contribute to the larger community	E3. 3.d Seek and engage in civic-minded activities that contribute to the larger community

Competency E: Responsible Decision-Making

E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

K-2	3-5	Middle Grades	High School
E4. 1.a Recognize that new opportunities may have positive outcomes	E4. 1.b Explore new opportunities to expand one’s knowledge and experiences	E4. 1.c Engage in new opportunities to expand one’s knowledge and experiences	E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences
E4. 2.a Identify physical and emotional responses to unfamiliar situations	E4. 2.b Develop and practice strategies to appropriately respond in unfamiliar situations	E4. 2.c Recognize that new opportunities or unfamiliar situations may require productive struggle	E4. 2.d Embrace productive struggle as an opportunity for personal growth
E4. 3.a Identify examples of transitions and how they are a necessary and appropriate part of school and life	E4. 3.b Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life	E4. 3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life	E4. 3.d Anticipate and plan for transitions in post-secondary life