

Social and Emotional Learning Standards Alignment

Student Standards

This alignment covers the CASEL Core SEL Competencies and the Ohio K-12 Social and Emotional Learning Standards. The Ohio standards were used because they provided grade level learning standards aligned to the CASEL core competencies.



Legend

•	The standard is clearly addressed by program activities.
-	This standard potentially could be addressed as part of FIRST® LEGO® League Challenge either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

Grades 3-5

Cluster	Indicator	Indicator Statement	Addressed
Self-Awareness	A1	Demonstrate an awareness of personal emotions	-
	A1. 1.b	Identify a range of personal emotions	-
	A1. 2.b	Identify that emotions are valid, even if others feel differently	-
	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. 4.b	Describe how current events trigger emotions	-
	A2	Demonstrate awareness of personal interests and qualities, including strengths and challenges	•
	A2. 1.b	Identify personal strengths based on interests and qualities	-
	A2. 2.b	Demonstrate a skill or talent that builds on personal strengths	•
	A3	Demonstrate awareness of and willingness to seek help for self or others	•
	A3. 1.b	Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others	•
	A3. 2.b	Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths	•
	A3. 3.b	Utilize strategies that support safe practices for self and others	-
	A4	Demonstrate a sense of personal responsibility, confidence and advocacy	•
	A4. 1.b	Identify and describe how personal choices and behavior impacts self and others	-
A4. 2.b	Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self	•	
A4. 3.b	Identify ways to respectfully advocate for academic and personal needs	•	
Self-Management	B1	Regulate emotions and behaviors by using thinking strategies that are consistent with brain development	-
	B1. 1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting	-
	B1. 2.b	Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings	-
	B1. 3.b	Apply strategies to regulate emotions and manage behaviors	-
	B2	Set, monitor, adapt and evaluate goals to achieve success in school and life	•
	B2. 1.b	Identify goals for academic success and personal growth	•
	B2. 2.b	Identify school, family and community resources, with adult support, that may assist in achieving a goal	•
	B2. 3.b	Plan steps needed to reach a short-term goal	•
	B2. 4.b	Identify alternative strategies with guidance toward a specified goal	-
	B3	Persevere through challenges and setbacks in school and life	•
	B3. 1.b	Identify strategies for persevering through challenges and setbacks	•
B3. 2.b	Identify the cause of a challenge or setback and with assistance, develop a plan of action	-	

Social Awareness	C1	Recognize, identify and empathize with the feelings and perspective of others	●
	C1. 1.b	Identify verbal and nonverbal cues representing feelings in others	-
	C1. 2.b	Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful	●
	C1. 3.b	Demonstrate empathetic reactions in response to others' feelings and emotions	-
	C2	Demonstrate consideration for and contribute to the well-being of the school, community and world	●
	C2. 1.b	Identify reasons for making positive contributions to the school and community	●
	C2. 2.b	Demonstrate citizenship in the classroom and school community	●
	C2. 3.b	Perform activities that contribute to classroom, school, home and broader community	●
	C2. 4.b	Identify areas of improvement for school or home and develop an action plan to address these areas	-
	C3	Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	●
	C3. 1.b	Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true	-
	C3. 2.b	Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other	-
	C3. 3.b	Define and practice civility and respect virtually and in-person	●
	C4	Read social cues and respond constructively	●
	C4. 1.b	Identify others' reactions by tone of voice, body language and facial expressions	●
	C4. 2.b	Identify ways that norms differ among various families, cultures and social groups	-
C4. 3.b	Recognize that individuals' needs for privacy and boundaries differ and respect those differences	●	
Relationship Skills	D1	Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups	●
	D1. 1.b	Apply active listening and effective communication skills to increase cooperation and relationships	●
	D1. 2.b	Demonstrate the ability to give and receive feedback in a respectful way	●
	D1. 3.b	Describe the positive and negative impact of communicating through social and digital media	-
	D2	Develop and maintain positive relationships	●
	D2. 1.b	Identify what creates a feeling of belonging in various relationships	-
	D2. 2.b	Demonstrate behaviors associated with inclusiveness in a variety of relationships	●
	D2. 3.b	Distinguish the helpful and harmful impact of peer pressure on self and others	-
	D3	Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways	●
	D3. 1.b	Identify and demonstrate personal behaviors to prevent conflict	●
	D3. 2.b	Apply conflict resolution skills to manage disagreements and maintain personal safety	-
	D3. 3.b	Generate ideas to reach a compromise and find resolution during conflict	-
Responsible Decision-Making	E1	Develop, implement and model effective decision and critical thinking skills	●
	E1. 1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	●
	E1. 2.b	Implement strategies to solve a problem	●
	E2	Identify potential outcomes to help make constructive decisions	●
	E2. 1.b	Identify factors that can make it hard to make the best decisions at home or at school	-
	E2. 2.b	Identify reliable sources of adult help in various settings	-
	E2. 3.b	Predict possible future outcomes of personal actions in various settings	-
	E3	Consider the ethical and civic impact of decisions	●
	E3. 1.b	Demonstrate the ability to respect the rights of self and others	●
	E3. 2.b	Demonstrate safe practices to guide actions	-
	E3. 3.b	Consider various perspectives and sources of information when participating in group decision-making	●
	E4	Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable	●
	E4. 1.b	Explore new opportunities to expand one's knowledge and experiences	●
	E4. 2.b	Develop and practice strategies to appropriately respond in unfamiliar situations	-
E4. 3.b	Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life	●	

Middle Grades

Cluster	Indicator	Indicator Statement	Addressed
Self-Awareness	A1	Demonstrate an awareness of personal emotions	-
	A1. 1.c	Identify, recognize and name personal complex emotions	-
	A1. 2.c	Explain that emotions may vary based on the situation, including people and places	-
	A1. 3.c	Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	-
	A1. 4.c	Explain how others' responses to current events can impact emotions	-
	A2	Demonstrate awareness of personal interests and qualities, including strengths and challenges	●
	A2. 1.c	Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals	●
	A2. 2.c	Investigate a potential career path that builds on personal strengths and addresses challenges	●
	A3	Demonstrate awareness of and willingness to seek help for self or others	●
	A3. 1.c	Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally	●
	A3. 2.c	Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths	●
	A3. 3.c	Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others	-
	A4	Demonstrate a sense of personal responsibility, confidence and advocacy	●
	A4. 1.c	Describe how personal responsibility is linked to being accountable for one's choices and behavior	●
A4. 2.c	Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	-	
A4. 3.c	Demonstrate basic self- advocacy academically and socially	-	
Self-Management	B1	Regulate emotions and behaviors by using thinking strategies that are consistent with brain development	-
	B1. 1.c	Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response	-
	B1. 2.c	Analyze positive and negative consequences of expressing emotions in different settings	-
	B1. 3.c	Apply productive self- monitoring strategies to reframe thoughts and behaviors	-
	B2	Set, monitor, adapt and evaluate goals to achieve success in school and life	●
	B2. 1.c	Recognize the importance of short and long-term goals for success in school and life	●
	B2. 2.c	Identify school, family and community resources that may assist in achieving a goal	●
	B2. 3.c	Set a short-term school or life goal with action steps to achieve success	●
	B2. 4.c	Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed	-
	B3	Persevere through challenges and setbacks in school and life	●
	B3. 1.c	Utilize strategies for persevering through challenges and setbacks	●
B3. 2.c	Reframe a challenge or setback into an opportunity, with assistance	-	
Social Awareness	C1	Recognize, identify and empathize with the feelings and perspective of others	●
	C1. 1.c	Determine if verbal and nonverbal cues correspond to the feelings expressed by others	-
	C1. 2.c	Demonstrate respect across school, community, face-to- face and virtual settings, when viewpoints or perceptions differ	●
	C1. 3.c	Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective	-
	C2	Demonstrate consideration for and contribute to the well-being of the school, community and world	●
	C2. 1.c	Explain the importance of civic mindedness	-
	C2. 2.c	Pursue opportunities to contribute to school or the broader community	●
	C2. 3.c	Explore a school or community need and generate possible solutions	●
	C2. 4.c	Engage in an activity to improve school, home or community	●
	C3	Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	●
C3. 1.c	Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice	-	

	C3. 2.c	<i>Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups</i>	-
	C3. 3.c	<i>Demonstrate respect for human dignity virtually and in- person</i>	●
	C4	<i>Read social cues and respond constructively</i>	●
	C4. 1.c	<i>Generate positive responses to various social situations</i>	●
	C4. 2.c	<i>Recognize that social cues are based on rules and expectations and can change based upon context</i>	-
	C4. 3.c	<i>Recognize that personal and group needs can differ and identify positive actions to balance the needs of all</i>	●
Relationship Skills	D1	<i>Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups</i>	●
	D1. 1.c	<i>Demonstrate the ability to actively listen and understand multiple perspectives</i>	●
	D1. 2.c	<i>Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others</i>	●
	D1. 3.c	<i>Interact on social and digital media responsibly and understand the potential impact on reputation and relationships</i>	-
	D2	<i>Develop and maintain positive relationships</i>	●
	D2. 1.c	<i>Participate in a healthy network of personal and school relationships</i>	●
	D2. 2.c	<i>Demonstrate inclusiveness in relationship building</i>	●
	D2. 3.c	<i>Utilize strategies to manage social pressures</i>	-
	D3	<i>Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways</i>	●
	D3. 1.c	<i>Recognize and acknowledge different perspectives of others to prevent conflict</i>	●
	D3. 2.c	<i>Use a non-judgmental voice during conflict resolution to maintain safe relationships</i>	-
	D3. 3.c	<i>Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed</i>	-
Responsible Decision-Making	E1	<i>Develop, implement and model effective decision and critical thinking skills</i>	●
	E1. 1.c	<i>Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective</i>	●
	E1. 2.c	<i>Gather evidence to support and solve academic and social challenges</i>	●
	E2	<i>Identify potential outcomes to help make constructive decisions</i>	●
	E2. 1.c	<i>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</i>	-
	E2. 2.c	<i>Identify reliable sources of adult help in various settings and actively seek adults for support</i>	●
	E2. 3.c	<i>Utilize knowledge of outcomes to inform future decisions</i>	●
	E3	<i>Consider the ethical and civic impact of decisions</i>	●
	E3. 1.c	<i>Apply honesty, respect and compassion to the decision- making process</i>	●
	E3. 2.c	<i>Demonstrate safe practices to guide actions for self and toward others</i>	-
	E3. 3.c	<i>Research opportunities for participation in civic-minded activities that contribute to the larger community</i>	●
	E4	<i>Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable</i>	●
	E4. 1.c	<i>Engage in new opportunities to expand one's knowledge and experiences</i>	●
	E4. 2.c	<i>Recognize that new opportunities or unfamiliar situations may require productive struggle</i>	-
E4. 3.c	<i>Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life</i>	●	