

# 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.



EXPLORE

### Legend

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

### Grades K-2

Cluster	Indicator	Indicator Statement	Addressed
Self-Awareness	A1	Demonstrate an awareness of personal emotions	-
	A1. 1.a	Identify basic personal emotions	-
	A1. 2.a	Recognize emotions as natural and important	-
	A1. 3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	-
	A1. 4.a	Recognize that current events can impact emotions	-
	A2	Demonstrate awareness of personal interests and qualities, including strengths and challenges	•
	A2. 1.a	Identify personal interests and qualities	-
	A2. 2.a	Explore opportunities to develop skills and talents	•
	A3	Demonstrate awareness of and willingness to seek help for self or others	•
	A3. 1.a	Identify at least one trusted adult at school and in the community and know when and how to access them	-
	A3. 2.a	Seek help when faced with challenges or when frustrated with a task, skill or situation	•
	A3. 3.a	Describe situations or locations that feel safe	-
	A4	Demonstrate a sense of personal responsibility, confidence and advocacy	•
	A4. 1.a	Describe the outcomes of both following and breaking rules	-
	A4. 2.a	Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self	•
A4. 3.a	Identify ways to respectfully advocate for basic personal needs	-	
Self-Management	B1	Regulate emotions and behaviors by using thinking strategies that are consistent with brain development	-
	B1. 1.a	Identify personal behaviors or reactions when experiencing basic emotions	-
	B1. 2.a	Describe verbal and nonverbal ways to express emotions in different settings	-
	B1. 3.a	Identify and begin to use strategies to regulate emotions and manage behaviors	-
	B2	Set, monitor, adapt and evaluate goals to achieve success in school and life	-
	B2. 1.a	Identify goals for classroom behavior and academic success	-
	B2. 2.a	Identify how adults and peers can help with a goal	-
	B2. 3.a	Describe what action steps can be taken to reach a short-term goal	-
	B2. 4.a	Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles	-
	B3	Persevere through challenges and setbacks in school and life	•
	B3. 1.a	Describe a time when you kept trying in a challenging situation	-
B3. 2.a	Explain how practice improves performance of a skill and can help in overcoming a challenge or setback	•	

Social Awareness	C1	Recognize, identify and empathize with the feelings and perspective of others	-
	C1. 1.a	Identify facial and body cues representing feelings in others	-
	C1. 2.a	Identify words and actions that may support or hurt the feelings of others	-
	C1. 3.a	Define empathy and identify empathetic reactions in others	-
	C2	Demonstrate consideration for and contribute to the well-being of the school, community and world	●
	C2. 1.a	Identify the purpose for having school-wide expectations and classroom rules	-
	C2. 2.a	Identify characteristics of positive citizenship in the classroom and school	●
	C2. 3.a	Perform activities that contribute to classroom, school and home, with adult involvement as needed	●
	C2. 4.a	Identify and participate in activities to improve school or home	-
	C3	Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures	●
	C3. 1.a	Discuss how people can be the same or different	-
	C3. 2.a	Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups	-
	C3. 3.a	Discuss the concept of, and practice, treating others the way you would want to be treated	-
C4	Read social cues and respond constructively	●	
C4. 1.a	Recognize social cues in different settings	-	
C4. 2.a	Identify norms for various family and social situations	-	
C4. 3.a	Recognize others' personal space and boundaries	●	
Relationship Skills	D1	Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups	●
	D1. 1.a	Identify and engage in positive communication skills	●
	D1. 2.a	Practice giving and receiving feedback in a respectful way	●
	D1. 3.a	Develop an awareness that people communicate through social and digital media	-
	D2	Develop and maintain positive relationships	●
	D2. 1.a	Demonstrate an awareness of roles in various relationships	-
	D2. 2.a	Recognize the need for inclusiveness	●
	D2. 3.a	Recognize that people may influence each other with words or actions	-
	D3	Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways	●
	D3. 1.a	Identify common conflicts and describe possible causes	-
D3. 2.a	Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems	●	
D3. 3.a	Apply listening and attention skills to identify the feelings and perspectives of others	●	
Responsible Decision-Making	E1	Develop, implement and model effective decision and critical thinking skills	●
	E1. 1.a	Identify a problem or needed decision and recognize that there may be multiple responses	●
	E1. 2.a	Identify strategies to solve a problem	●
	E2	Identify potential outcomes to help make constructive decisions	-
	E2. 1.a	Identify factors that can make it hard for a person to make the best decision in the classroom	-
	E2. 2.a	Identify reliable sources of adult help in the immediate setting	-
	E2. 3.a	Identify how personal choices will impact the outcome of a situation	-
	E3	Consider the ethical and civic impact of decisions	●
	E3. 1.a	Identify how certain actions can impact others	-
	E3. 2.a	Recognize safe practices and actions	-
	E3. 3.a	Recognize the need for group decisions that support a common goal	●
	E4	Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable	●
	E4. 1.a	Recognize that new opportunities may have positive outcomes	●
E4. 2.a	Identify physical and emotional responses to unfamiliar situations	-	
E4. 3.a	Identify examples of transitions and how they are a necessary and appropriate part of school and life	-	

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	-	

	<i>C3. 3.b</i>	<i>Define and practice civility and respect virtually and in-person</i>	●
	C4	Read social cues and respond constructively	●
	<i>C4. 1.b</i>	<i>Identify others' reactions by tone of voice, body language and facial expressions</i>	●
	<i>C4. 2.b</i>	<i>Identify ways that norms differ among various families, cultures and social groups</i>	-
	<i>C4. 3.b</i>	<i>Recognize that individuals' needs for privacy and boundaries differ and respect those differences</i>	●
Relationship Skills	D1	Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups	●
	<i>D1. 1.b</i>	<i>Apply active listening and effective communication skills to increase cooperation and relationships</i>	●
	<i>D1. 2.b</i>	<i>Demonstrate the ability to give and receive feedback in a respectful way</i>	●
	<i>D1. 3.b</i>	<i>Describe the positive and negative impact of communicating through social and digital media</i>	-
	D2	Develop and maintain positive relationships	●
	<i>D2. 1.b</i>	<i>Identify what creates a feeling of belonging in various relationships</i>	-
	<i>D2. 2.b</i>	<i>Demonstrate behaviors associated with inclusiveness in a variety of relationships</i>	●
	<i>D2. 3.b</i>	<i>Distinguish the helpful and harmful impact of peer pressure on self and others</i>	-
	D3	Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways	●
	<i>D3. 1.b</i>	<i>Identify and demonstrate personal behaviors to prevent conflict</i>	●
	<i>D3. 2.b</i>	<i>Apply conflict resolution skills to manage disagreements and maintain personal safety</i>	-
<i>D3. 3.b</i>	<i>Generate ideas to reach a compromise and find resolution during conflict</i>	-	
Responsible Decision-Making	E1	Develop, implement and model effective decision and critical thinking skills	●
	<i>E1. 1.b</i>	<i>Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective</i>	●
	<i>E1. 2.b</i>	<i>Implement strategies to solve a problem</i>	●
	E2	Identify potential outcomes to help make constructive decisions	●
	<i>E2. 1.b</i>	<i>Identify factors that can make it hard to make the best decisions at home or at school</i>	-
	<i>E2. 2.b</i>	<i>Identify reliable sources of adult help in various settings</i>	-
	<i>E2. 3.b</i>	<i>Predict possible future outcomes of personal actions in various settings</i>	-
	E3	Consider the ethical and civic impact of decisions	●
	<i>E3. 1.b</i>	<i>Demonstrate the ability to respect the rights of self and others</i>	-
	<i>E3. 2.b</i>	<i>Demonstrate safe practices to guide actions</i>	-
	<i>E3. 3.b</i>	<i>Consider various perspectives and sources of information when participating in group decision-making</i>	●
	E4	Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable	●
	<i>E4. 1.b</i>	<i>Explore new opportunities to expand one's knowledge and experiences</i>	●
	<i>E4. 2.b</i>	<i>Develop and practice strategies to appropriately respond in unfamiliar situations</i>	-
<i>E4. 3.b</i>	<i>Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life</i>	●	