

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

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|---|--|
| • | The standard is clearly addressed by program activities. |
| - | This standard potentially could be addressed as part of FIRST® LEGO® League Discover 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 | - |

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|------------------------------------|---|---|---|
| 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 | - | |

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EXPLORE

Legend

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| • | 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 | • |

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| 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 | - | |

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| | <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> | ● | |

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Grades 3-5

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| 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 | - | |

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| 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> | ● | |