



Social and Emotional Learning Standards Alignment 6-12 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.

Middle Grades

Cluster	Indicator	Indicator Statement	FTC Class Pack	FTC (team)
Self-Awareness	A1	Demonstrate an awareness of personal emotions		
	A1. 1.c	<i>Identify, recognize and name personal complex emotions</i>	-	-
	A1. 2.c	<i>Explain that emotions may vary based on the situation, including people and places</i>	-	-
	A1. 3.c	<i>Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers</i>	-	-
	A1. 4.c	<i>Explain how others' responses to current events can impact emotions</i>	X	x
	A2	Demonstrate awareness of personal interests and qualities, including strengths and challenges		
	A2. 1.c	<i>Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals</i>	X	x
	A2. 2.c	<i>Investigate a potential career path that builds on personal strengths and addresses challenges</i>	X	-
	A3	Demonstrate awareness of and willingness to seek help for self or others		
	A3. 1.c	<i>Seek appropriate support from a trusted adult when help is needed academically, socially or emotionally</i>	X	x
	A3. 2.c	<i>Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths</i>	X	x
	A3. 3.c	<i>Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others</i>	X	x
	A4	Demonstrate a sense of personal responsibility, confidence and advocacy		
	A4. 1.c	<i>Describe how personal responsibility is linked to being accountable for one's choices and behavior</i>	X	x
	A4. 2.c	<i>Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk</i>	X	x
	A4. 3.c	<i>Demonstrate basic self- advocacy academically and socially</i>	X	x
	B1	Regulate emotions and behaviors by using thinking strategies that are consistent with brain development		
	B1. 1.c	<i>Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response</i>	X	x
	B1. 2.c	<i>Analyze positive and negative consequences of expressing emotions in different settings</i>	X	x
	B1. 3.c	<i>Apply productive self- monitoring strategies to reframe thoughts and behaviors</i>	X	x

Self-Management	B2	Set, monitor, adapt and evaluate goals to achieve success in school and life		
	B2. 1.c	<i>Recognize the importance of short and long-term goals for success in school and life</i>	X	x
	B2. 2.c	<i>Identify school, family and community resources that may assist in achieving a goal</i>	X	x

	B2. 3.c	<i>Set a short-term school or life goal with action steps to achieve success</i>	X	x
	B2. 4.c	<i>Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed</i>	X	x
	B3	Persevere through challenges and setbacks in school and life		
	B3. 1.c	<i>Utilize strategies for persevering through challenges and setbacks</i>	x	x
	B3. 2.c	<i>Reframe a challenge or setback into an opportunity, with assistance</i>	x	x

Social Awareness	C1	Recognize, identify and empathize with the feelings and perspective of others		
	C1. 1.c	<i>Determine if verbal and nonverbal cues correspond to the feelings expressed by others</i>	-	-
	C1. 2.c	<i>Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ</i>	x	x
	C1. 3.c	<i>Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective</i>	x	x
	C2	Demonstrate consideration for and contribute to the wellbeing of the school, community and world		
	C2. 1.c	<i>Explain the importance of civic mindedness</i>	X	x
	C2. 2.c	<i>Pursue opportunities to contribute to school or the broader community</i>	X	x
	C2. 3.c	<i>Explore a school or community need and generate possible solutions</i>	X	x
	C2. 4.c	<i>Engage in an activity to improve school, home or community</i>	X	x
	C3	Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures		
	C3. 1.c	<i>Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice</i>	X	x
	C3. 2.c	<i>Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups</i>	X	x
	C3. 3.c	<i>Demonstrate respect for human dignity virtually and in-person</i>	X	x
	C4	Read social cues and respond constructively		
	C4. 1.c	<i>Generate positive responses to various social situations</i>	X	x
	C4. 2.c	<i>Recognize that social cues are based on rules and expectations and can change based upon context</i>	X	x
C4. 3.c	<i>Recognize that personal and group needs can differ and identify positive actions to balance the needs of all</i>	X	x	
			FTC Class Pack	FTC (team)

Relationship Skills	D1	Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups		
	D1. 1.c	<i>Demonstrate the ability to actively listen and understand multiple perspectives</i>	X	x
	D1. 2.c	<i>Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others</i>	X	x
	D1. 3.c	<i>Interact on social and digital media responsibly and understand the potential impact on reputation and relationships</i>	X	x
	D2	Develop and maintain positive relationships		
	D2. 1.c	<i>Participate in a healthy network of personal and school relationships</i>	X	x
	D2. 2.c	<i>Demonstrate inclusiveness in relationship building</i>	X	x
	D2. 3.c	<i>Utilize strategies to manage social pressures</i>	X	x
	D3	Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways		
	D3. 1.c	<i>Recognize and acknowledge different perspectives of others to prevent conflict</i>	x	x
		X	x	
	D3. 2.c	<i>Use a non-judgmental voice during conflict resolution to maintain safe relationships</i>	x	x
	D3. 3.c	<i>Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed</i>	X	x
	E1	Develop, implement and model effective decision and critical thinking skills		
	E1. 1.c	<i>Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective</i>	X	x
	E1. 2.c	<i>Gather evidence to support and solve academic and social challenges</i>	X	x
	E2	Identify potential outcomes to help make constructive decisions		
	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>	x	x
	E2. 2.c	<i>Identify reliable sources of adult help in various settings and actively seek adults for support</i>	X	x
	E2. 3.c	<i>Utilize knowledge of outcomes to inform future decisions</i>	x	x
	E3	Consider the ethical and civic impact of decisions		
	E3. 1.c	<i>Apply honesty, respect and compassion to the decision-making process</i>	X	x
	E3. 2.c	<i>Demonstrate safe practices to guide actions for self and toward others</i>	x	x
	E3. 3.c	<i>Research opportunities for participation in civic-minded activities that contribute to the larger community</i>	x	x

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		
	E4. 1.c	<i>Engage in new opportunities to expand one's knowledge and experiences</i>	X	x
	E4. 2.c	<i>Recognize that new opportunities or unfamiliar situations may require productive struggle</i>	x	x
	E4. 3.c	<i>Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life</i>	X	x

High School

Cluster	Indicator	Indicator Statement	FTC Class Pack	FTC (tea m)	FRC (tea m)
Self-Awareness	A1	Demonstrate an awareness of personal emotions			
	A1. 1.d	<i>Identify complex emotions as an indicator of personal state of well-being</i>	-	-	-
	A1. 2.d	<i>Analyze ways emotions impact the social environment</i>	-	-	-
	A1. 3.d	<i>Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers</i>	x	x	X
	A1. 4.d	<i>Analyze why current events may trigger an emotional reaction and identify ways to regulate a response</i>	X	X	x
	A2	Demonstrate awareness of personal interests and qualities, including strengths and challenges			
	A2. 1.d	<i>Practice using personal strengths in pursuit of postsecondary goals</i>	x	x	X
	A2. 2.d	<i>Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges</i>	X	x	x
	A3	Demonstrate awareness of and willingness to seek help for self or others			
	A3. 1.d	<i>Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health related support</i>	x	x	X
	A3. 2.d	<i>Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths</i>	x	x	X
	A3. 3.d	<i>Access community resources and safety networks for self or others</i>	X	x	x
	A4	Demonstrate a sense of personal responsibility, confidence and advocacy			
	A4. 1.d	<i>Demonstrate internalization of personal responsibility and being accountable as one prepares for post-secondary life</i>	x	x	x
A4. 2.d	<i>Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges</i>	X	x	x	

	A4. 3.d	Demonstrate self-advocacy in context- specific situations	x	x	X
Self-Management	B1	Regulate emotions and behaviors by using thinking strategies that are consistent with brain development			
	B1. 1.d	Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation	X	x	x
	B1. 2.d	Evaluate how emotions expressed in different settings impact the outcome of a situation	x	x	X
	B1. 3.d	Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors	X	x	x
	B2	Set, monitor, adapt and evaluate goals to achieve success in school and life			
	B2. 1.d	Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success	x	x	X
	B2. 2.d	Utilize school, family and community or varied resources that may assist in achieving a goal	X	x	x
	B2. 3.d	Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement	x	x	X
	B2. 4.d	Evaluate progress toward achieving a specified goal and reevaluate or adapt the plan or action steps, as needed	X	x	x
	B3	Persevere through challenges and setbacks in school and life			
	B3. 1.d	Demonstrate the ability to persevere through challenges for long-term rewards or success	x	x	X
	B3. 2.d	Reframe a current challenge or setback, by reflecting on successes	X	x	x

Social Awareness	C1	Recognize, identify and empathize with the feelings and perspective of others			
	C1. 1.d	Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others	x	x	x
	C1. 2.d	Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ	X	x	x
	C1. 3.d	Demonstrate empathy through compassion in self and encourage in others	x	x	x
	C2	Demonstrate consideration for and contribute to the well-being of the school, community and world			
	C2. 1.d	Demonstrate an awareness of responsibilities as an involved citizen in a democratic society	X	x	x
	C2. 2.d	Engage in civic duties and opportunities within the broader community	x	x	x
	C2. 3.d	Implement a strategy to address a need in the broader community or world as change agents	X	x	x
	C2. 4.d	Evaluate the impact of personal involvement in an activity to improve school, home, community and world	x	x	x
	C3	Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures			
	C3. 1.d	Examine and address explicit or implicit personal biases toward an individual or group	X	x	x
	C3. 2.d	Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective	x	x	X
	C3. 3.d	Analyze how one can build community that respects all human dignity virtually and in-person	X	x	x

	C4	Read social cues and respond constructively			
	C4. 1.d	<i>Evaluate how societal and cultural norms influence personal interactions</i>	x	x	x
	C4. 2.d	<i>Respond to social cues that differ depending on the societal and cultural norms of the environment</i>	X	x	x
	C4. 3.d	<i>Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions</i>	x	x	x
Relationship Skills	D1	Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups			
	D1. 1.d	<i>Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals</i>	X	x	x
	D1. 2.d	<i>Apply constructive feedback to strengthen connections and achieve common goals</i>	x	X	X
	D1. 3.d	<i>Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals</i>	X	x	x
	D2	Develop and maintain positive relationships			
	D2. 1.d	<i>Establish and actively participate in a healthy network of personal, school and community relationships</i>	x	x	x
	D2. 2.d	<i>Incorporate compassionate and inclusive practices in relationships</i>	X	x	x
	D2. 3.d	<i>Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships</i>	x	x	X
	D3	Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways			
	D3. 1.d	<i>Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict</i>	X	x	x
	D3. 2.d	<i>Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety</i>	x	x	X
	D3. 3.d	<i>Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength</i>	X	x	x
	E1	Develop, implement and model effective decision and critical thinking skills			
	E1. 1.d	<i>Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</i>	x	x	X
	E1. 2.d	<i>Implement a decision-making process to solve complex situations including academic and social challenges</i>	X	x	x
	E2	Identify potential outcomes to help make constructive decisions			
	E2. 1.d	<i>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</i>	x	x	X
	E2. 2.d	<i>Independently seek reliable adult mentors in various settings</i>	X	x	x
	E2. 3.d	<i>Integrate prior experience and knowledge of outcomes to inform future decisions</i>	x	x	X
	E3	Consider the ethical and civic impact of decisions			
	E3. 1.d	<i>Demonstrate respect and integrity in all settings during the decision-making process</i>	X	x	x
	E3. 2.d	<i>Engage in safe practices in my personal behavior choices and habits for self and toward others</i>	x	x	X

Responsible Decision-Making

E3. 3.d	<i>Seek and engage in civic-minded activities that contribute to the larger community</i>	X	x	x
E4	Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable			
E4. 1.d	<i>Actively seek out new opportunities to expand personal knowledge and experiences</i>	x	x	X
E4. 2.d	<i>Embrace productive struggle as an opportunity for personal growth</i>	X	x	x
E4. 3.d	<i>Anticipate and plan for transitions in post-secondary life</i>	x	x	x