

## Plano ISD Social Emotional Learning Standards (ES)

### **I. Self-Awareness**

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

#### **A. Emotional Awareness**

1.A.E1.) Recognize and accurately label emotions/feelings, describe the situations that cause them, and understand how they are linked to behavior.

#### **B. Accurate self-perception and recognizing strengths**

1.B.E1.) Describe personal traits/qualities that make them a meaningful member of their school community.

1.B.E2.) Identify, prioritize and explore opportunities to develop skills and talents. (I.B.M1.) Analyze how strengths, personal qualities and temperaments influence choices and successes.

#### **C. Awareness of external supports**

1.C.E1.) Identify peer, home, and school resources they can access to help solve problems.

1.C.E2.) Recognize qualities of positive role models.

#### **D. Personal Responsibility**

I.D.E1.) Define what it means to be responsible and identify things for which they are responsible.

I.D.E2.) Explain the benefits of being responsible and demonstrate responsible behaviors.

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### **II. Self-Management**

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

#### **A. Goal Setting**

II.A.E1.) Be able to identify a goal and determine difference between a long-term and short-term goal.

II.A.E2.) Describe the steps in setting and working toward goal achievement.

II.A.E3.) Evaluate what they might have done differently to achieve greater success on a recent goal.

#### **B. Regulating emotions**

II.B.E1.) Use calming strategies to regulate emotions.

II.B.E2.) Demonstrate the ability to present their own perspective.

II.B.E3.) Show skills in handling pressure situation.

#### **C. Ethics and integrity**

II.C.E1.) Identify reasons why integrity is a valued character trait.

II.C.E2.) Identify situations that demonstrate honesty and integrity.

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### **III. Social Awareness**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

#### **A. Empathy**

III.A.E1.) Use attention and listening skills to identify the feelings and perspectives of others.

III.A.E2.) Define differences in perspectives and point of view.

#### **B. Social cues**

III.B.E1.) Understand and respect personal boundaries of others.

III.B.E2.) Identify emotions by tone of voice, body language, and facial expressions.

III.B.E3.) Develop awareness that social cues may be different among various groups.

#### **C. Social responsibility**

III.C.E1.) Identify and perform roles that contribute to one's school and community.

III.C.E2.) Work collaboratively with peers to address a social need.

#### **D. Appreciation for all people and cultures**

III.D.E1.) Describe the ways that people are similar and different.

III.D.E2.) Describe positive qualities that cross all cultures and groups.

III.D.E3.) Identify similarities and differences among different social and cultural groups.

III.D.E4.) Identify contributions of various social and cultural groups.

III.D.E5.) Define stereotyping, discrimination, and prejudice.

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### **IV. Relationship Skills**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listens well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

#### **A. Positive communication and social skills**

IV.A.E1.) Give and receive compliments in a genuine manner.

IV.A.E2.) Use attentive listening skills to foster better communication.

IV.A.E3.) Demonstrate good sportsmanship.

IV.A.E4.) Demonstrate cooperative behaviors in a group.

IV.A.E5.) Differentiate between passive, aggressive, and assertive responses. IV.A.M1.) Practice reflective listening.

#### **B. Constructive relationships**

IV.B.E1.) Identify types of relationships they have with others.

IV.B.E2.) Recognize the difference between positive and negative relationships.

IV.B.E3.) Understand the difference between safe and harmful behaviors in a relationship.

#### **C. Conflict resolution**

IV.C.E1.) Show an understanding of conflict as a natural part of life.

IV.C.E2.) Describe causes and effects of conflicts.

IV.C.E3.) Distinguish between destructive and constructive ways of dealing with conflict.

IV.C.E4.) Utilize a process for conflict resolution.

IV.C.E5.) Identify a problem in a relationship and seek appropriate assistance. IV.C.M1.) Apply conflict resolution skills to de-escalate, defuse, and resolve differences.

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### **V. Responsible Decision Making**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

#### **A. Safety and societal factors**

- V.A.E1.) Identify ways to promote physical and emotional safety for oneself and others.
- V.A.E2.) Recognize that they have choices in how to respond to situations.
- V.A.E3.) Stand up for a friend / peer and let others know when a person is being treated unfairly.
- V.A.E4.) Identifies social norms that affect decision making.

#### **B. Problem solving skills in daily academic and social situations**

- V.B.E1.) Describe the steps of a decision-making model.
- V.B.E2.) Actively participate in group decision-making processes.
- V.B.E3.) Generate alternative solutions to problems and predict possible outcomes.