

Plano ISD Social Emotional Learning Standards (HS)

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

I.A.H1.) Analyze how thoughts and emotions affect decision making and responsible behavior.

I.A.H2.) Distinguish between their real feelings/emotions and how others expect them to feel.

I.A.H3.) Understand and incorporate self-talk and self-reflection to impact emotional responses.

B. Accurate self-perception and recognizing strengths

I.B.H1.) Analyze how personal qualities and strengths help contribute to family and community.

I.B.H1.) Recognize their personal learning styles and find ways to employ them.

C. Awareness of external supports

I.C.H1.) Activate community resources to help them achieve their goals.

I.C.H2.) Access safety networks for self and others.

I.C.H3.) Develop constructive support systems that contribute to school and life success.

D. Personal Responsibility

I.D.H1.) Analyze the effect that taking responsibility or not taking personal responsibility can have on themselves and others.

I.D.H2.) Describe how taking personal responsibility can lead to success.

I.D.H3.) Take the role of a personally responsible citizen promoting the betterment of the community.

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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.H1.) Monitor progress toward achieving a goal, and make adjustments in their plan as needed.

II.A.H2.) Demonstrate an understanding that goal setting promotes lifelong success.

II.A.H3.) Access and manage resources to achieve goals.

B. Regulating emotions

II.B.H1.) Demonstrate reframing skills to promote resiliency and optimism.

II.B.H2.) Utilize personal strategies to generate and maintain positive attitudes even in the face of adversity.

II.B.H3.) Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.

II.B.H4.) Demonstrate effective emotional management consistently.

C. Ethics and integrity

II.C.H1.) Show authenticity in their behaviors.

II.C.H2.) Evaluate relationships and correlations between words, thoughts, actions, and effect on personal reputation.

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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.H1.) Use communication skills to elicit the perspectives of others.

III.A.H2.) Demonstrate ability to listen responsively to different opinion.

III.A.H3.) Compare and exchange ideas and perspectives with others.

III.A.H4.) Differentiate between the factual content and emotional delivery of what a person says.

III.A.H5.) Value and learn from the perspectives of others.

B. Social cues

III.B.H1.) Evaluate how societal and cultural norms and mores have an effect on personal interactions.

III.B.H2.) Read and respond to social cues accurately in a variety of settings (work, school, family, friends, etc.).

C. Social responsibility

III.C.H1.) Analyze the impact of one's involvement in activity to improve one's school or community.

III.C.H2.) Explore one's responsibilities as an involved citizen of a democratic society.

III.C.H3.) Work cooperatively with others to implement a strategy to address a need in the broader community.

D. Appreciation for all people and cultures

III.D.H1.) Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

III.D.H2.) Evaluate how advocacy for the rights of others contributes to the common good.

III.D.H3.) Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in.

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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.H1.) Demonstrate collaboration strategies to move group efforts forward.
- IV.A.H2.) Offer and accept constructive criticism in order to make improvements.
- IV.A.H3.) Work to maintain an objective, non-judgmental tone during disagreements.
- IV.A.H4.) Use communication skills to get needs met without negatively impacting others.
- IV.A.H5.) Empower oneself and others through encouragement and affirmation.

B. Constructive relationships

- IV.B.H1.) Engage in strategies for maintaining constructive relationships
- IV.B.H2.) Demonstrate self-advocacy skills.
- IV.B.H3.) Independently seek out relationships that nurture one's development and well-being.
- IV.B.H4.) Understand the benefits of setting boundaries for oneself and others.

C. Conflict resolution

- IV.C.H1.) Analyze how listening and talking accurately help in preventing and resolving conflicts.
- IV.C.H2.) Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety.
- IV.C.H3.) Access conflict resolution and problem-solving resources.
- IV.C.H4.) Demonstrate an ability to co-exist in civility in the face of unresolved conflict.
- IV.C.H5.) Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively.
- IV.C.H6.) Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts.

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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.H1.) Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making.

V.A.H2.) Consider ethical, safety, and societal factors when making their decisions.

V.A.H3.) Analyze own role in situations where others are threatened with either physical or emotional harm.

B. Problem solving skills in daily academic and social situations

V.B.H1.) Regularly utilizes the steps of systematic decision-making.

V.B.H2.) Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices.

V.B.H3.) Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

V.B.H4.) Evaluate how decision-making affects interpersonal and group relationships.