

Plano ISD Social Emotional Learning Standards (MS)

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.M1.) Recognize and understand which emotions are indicators of situations in need of attention.

I.A.M2.) Analyze emotional states that contribute to or detract from their ability to problem solve.

I.A.M3.) Explain the possible outcomes associated with the different forms of communicating emotions.

B. Accurate self-perception and recognizing strengths

I.B.M1.) Analyze how strengths, personal qualities and temperaments influence choices and successes.

I.B.M2.) Apply self-reflection techniques to recognize their strengths, areas of growth, and potential.

C. Awareness of external supports

I.C.M1.) Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive.

I.C.M2.) Identify school support personnel and have knowledge of when and how to use them.

D. Personal Responsibility

I.D.M1.) Identify the areas of school and life that are within their control.

I.D.M2.) Analyze the short and long term outcomes of safe, risky and harmful behaviors.

I.D.M3.) Define their responsibility for outcomes involved in safe, risky and harmful 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.M1.) Identify and apply the steps for setting achievable goals.

II.A.M2.) Demonstrate resiliency when presented with challenges while working toward a goal.

II.A.M3.) Develop academic and personal goals.

B. Regulating emotions

II.B.M1.) Generate ways to develop positive attitudes.

II.B.M2.) Apply strategies to manage stress and to motivate successful performance.

II.B.M3.) Reflect on the possible impact (both immediate and delayed) on self and others before expressing an emotion.

C. Ethics and integrity

II.C.M1.) Identify personal behaviors, characteristics and values that support integrity.

II.C.M2.) Activate personal integrity as a tool to resist negative peer pressure.

II.C.M3.) Describe how integrity influences relationships.

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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.M1.) Analyze ways their behavior may affect the feelings of others and identify appropriate behavioral adjustments.

III.A.M2.) Demonstrate constructive ways to provide support and encouragement to others.

III.A.M3.) Show respect for other people's perspectives, experiences and cultures

B. Social cues

III.B.M1.) Analyze potential responses and outcomes to various social situations (e.g. peer pressure situations, cliques, public speaking).

III.B.M2.) Understand and respect personal boundaries of self and others (peers, family members, teachers).

C. Social responsibility

III.C.M1.) Explore a school, community or global need and generate possible solutions.

III.C.M2.) Explain how one's decisions and behaviors affect the wellbeing of the school and community.

D. Appreciation for all people and cultures

III.D.M1.) Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this.

III.D.M2.) Analyze how people of different groups can help one another and appreciate one another's diversity.

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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.M1.) Practice reflective listening.

IV.A.M2.) Identify communication skills necessary for being part of a team or community and for achieving group goals.

IV.A.M3.) Demonstrate ability to perform different roles in cooperative groups.

IV.A.M4.) Differentiate between passive, aggressive, and assertive responses.

B. Constructive relationships

IV.B.M1.) Analyze the potential effects and demonstrate strategies for handling peer pressure.

IV.B.M2.) Identify opportunities for participating in constructive activities with others.

IV.B.M3.) Demonstrate ability to be true to personal values in their relationships.

C. Conflict resolution

IV.C.M1.) Apply conflict resolution skills to de-escalate, defuse, and resolve differences.

IV.C.M2.) Identify how all parties in conflict might get their needs met (win-win).

IV.C.M3.) Identify positive supports to go to in a conflict situation/crisis.

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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.M1.) Evaluate strategies for avoiding risky behavior

V.A.M2.) Evaluate strategies for resisting pressures to engage in unsafe or unethical activities

V.A.M3.) Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions

V.A.M4.) Describe the power of a bystander in a bullying or sexual harassment situation

V.A.M5.) Analyze the benefits of school and societal expectations

B. Problem solving skills in daily academic and social situations

V.B.M1.) Analyze how decision-making skills affect study habits, academic performance and personal well-being.

V.B.M2.) Identify and apply the steps of systematic decision-making