



## Curriculum Map: Social & Emotional Learning Standards

Based on the 2005 Illinois Social Emotional Learning Standards.

Developed in partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL)

### SKILLS FOR ACTION SKILLS BANK: GRADES 9 - 12

The Skills for Action Skills Bank consists of 26 skill sets and over 160 learning activities that can be taught in one-to-four-year programs or integrated into any discipline. The categories of social, emotional, and workplace skills include:

- Cultural Awareness Skills
- Interpersonal Communication
- Personal Management and Responsibility
- Study and Writing Skills

CORE SKILLS AND COMPETENCIES	Addressed within Skills Bank
<b>GOAL 1: Develop self-awareness and self-management skills.</b>	
<b>A. Identify and manage one's emotions and behavior.</b>	
<p><b>Early/Late High School</b></p> <p><b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p><b>1A.4b.</b> Generate ways to develop more positive attitudes</p> <p><b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.</p> <p><b>Continued from previous page.</b></p> <p><b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.</p>	<p><b>Skills Bank:</b> Skills 6, 7, 9, 13, 16</p>



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<b>B. Recognize personal qualities and external supports.</b>	
<p><b>Early/Late High School</b></p> <p><b>1B.4a.</b> Set priorities in building on strengths and identifying areas for improvement.</p> <p><b>1B.4b.</b> Analyze how positive adult role models and support systems contribute to school and life success.</p> <p><b>1A.5a</b> Implement a plan to build on a strength, meet a need, or address a challenge.</p> <p><b>1A.5b.</b> Evaluate how developing interests and filling useful roles support school and life success.</p>	<p><b>Skills Bank:</b> Skills 1, 6, 12, 15, 18, 20</p>
<b>C. Demonstrate skills related to achieving personal and academic goals.</b>	
<p><b>Early/Late High School</b></p> <p><b>1C.4a.</b> Identify strategies to make use of resources and overcome obstacles to achieve goals.</p> <p><b>1C.4b.</b> Apply strategies to overcome obstacles to goal achievement.</p> <p><b>1C.5a.</b> Set up post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>1C.5b.</b> Monitor progress on achieving a goal, and evaluate one's performance against criteria.</p>	<p><b>Skills Bank:</b> Skills 6, 13, 15, 16, 18, 20,</p>



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<b>GOAL 2: Use social awareness and interpersonal skills to establish and maintain relationships.</b>	
<b>A. Recognize the feelings and perspectives of others.</b>	
<p><u>Early/Late High School</u></p> <p><b>2A.4a.</b> Analyze similarities and differences between one's own and others' perspectives.</p> <p><b>2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.</p> <p><b>2A.5a.</b> Demonstrate how to express understanding of those who hold different opinions.</p> <p><b>2A.5b.</b> Demonstrate ways to express empathy for others.</p>	<p><b>Skills Bank:</b> Skills 1, 2, 5, 6, 9, 11,</p>
<b>B. Recognize individual and group similarities and differences.</b>	
<p><u>Early/Late High School</u></p> <p><b>2B.4a.</b> Analyze the origins and negative effects of stereotyping and prejudice.</p> <p><b>2B.4b.</b> Demonstrate respect for individuals from different social and cultural groups.</p> <p><b>2B.5a.</b> Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p><b>2B. 5b.</b> Evaluate how advocacy for the rights of others contributes to the common good.</p>	<p><b>Skills Bank:</b> Skills 1, 2, 3, 4, 5, 11, 26</p>
<b>C. Use communication and social skills to interact effectively with others.</b>	
<p><u>Early/Late High School</u></p> <p><b>2C.4a.</b> Evaluate the affects of requesting support from and providing support to others.</p> <p><b>2C4b.</b> Evaluate one's contribution in groups as a member and leader.</p> <p><b>2C5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p><b>2C5b.</b> Plan, implement, and evaluate participation in a group project.</p>	<p><b>Skills Bank:</b> Skills 6, 7, 12</p>



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<b>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>	
<p><u>Early/Late High School</u></p> <p><b>2D.4a</b> Analyze how listening and talking accurately help in resolving conflicts.</p> <p><b>2D.4b.</b> Analyze how conflict-resolution skills contribute to work within a group.</p> <p><b>2D52a.</b> Evaluate the affects of using negotiation skills to reach win-win solutions.</p> <p><b>2D.5b.</b> Evaluate current conflict-resolution skills and plan how to improve them.</p>	<p><b>Skills Bank:</b> Skills 6, 7, 9, 11, 12, 13, 14, 15,</p>
<b>GOAL 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
<b>A. Consider ethical, safety, and societal factors in making decisions.</b>	
<p><u>Early/Late High School</u></p> <p><b>3A.4a.</b> Demonstrate personal responsibility in making ethical decisions.</p> <p><b>3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><b>3A.5a.</b> Apply ethical reasoning to evaluate societal practices.</p> <p><b>3A. 5b.</b> Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>	<p><b>Skills Bank:</b> Skills 15, 19, 20</p>



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<b>B. Apply decision-making skills to deal responsibly with daily academic and social situations.</b>	
<p><u>Early/Late High School</u></p> <p><b>3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p><b>3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.</p> <p><b>3B.5a.</b> Analyze how present decision making affects college and career choices.</p> <p><b>3B. 5b.</b> Evaluate how responsible decision making affects interpersonal and group relationships.</p>	<p><b>Skills Bank:</b> Skills 15, 19, 20</p>
<b>C. Contribute to the well-being of one's school and community.</b>	
<p><u>Early/Late High School</u></p> <p><b>3C.4a.</b> Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p> <p><b>3C.4b.</b> Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p> <p><b>3C.5a.</b> Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> <p><b>3C.5b.</b> Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>	<p><b>Skills Bank:</b> Skills 8, 10, 21 - 26</p>