

SEL - Grade 1

CUSD 303

Year: 2012-2013

Content	Standard	Performance Descriptor	Skill Statement	Resources
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Self-awareness and Self-management	1A Identify and manage one's emotions and behavior	1 Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs	1.1A1 Identify emotions expressed in "feeling faces" or photographs	
		3 Identify ways to calm yourself	1.1A3 Identify ways to calm yourself	
		5 Discuss classroom and school rules	1.1A5 Discuss classroom rules 1.1A5 Discuss school rules	
	1B Recognize personal qualities and external supports	2 Identify the values that help you make good choices	1.1B2 Identify what helps you make good choices	
		5 Identify reliable adults from whom you would seek help in an emergency	1.1B5 Identify reliable adults from whom you would seek help in an emergency	
	1C Demonstrate skills related to achieving personal and academic goals	1 Recognize the relationship between what you want to accomplish and setting goals	1.1C1 Recognize the relationship between what you want to accomplish and setting goals	
		2 Explain the various aspects of being successful in school	1.1C2 Explain the many ways of being successful in school	
		6 Divide a goal you have set into manageable steps	1.1C6 List steps to take to reach a goal	
	Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.			
Social-awareness and Relationship Skills	2A Recognize the feelings and perspectives of others	1 Recognize that others may interpret the same situation differently from you	1.2A1 Recognize that others may interpret the same situation differently from you	
		6 Recognize how changing your behaviors can impact how others feel and respond	1.2A6 Recognize how changing your behaviors can impact how others feel	
			1.2A6 Recognize how changing your behaviors can impact how others respond	
	2B Recognize individual and group similarities and differences	1 Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas)	1.2B1 Identify examples of classroom behavior that are sensitive to the needs of others	
	2C Use communication and social skills to interact effectively with others	1 Describe appropriate ways to seek group entry	1.2C1 Describe appropriate ways to seek group entry	
		2 Use "please" and "thank you" appropriately	1.2C2 State "please" and "thank you" appropriately	
		4 Pay attention when someone else is speaking	1.2C4 Pay attention when someone else is speaking	
		5 Follow directions given at school	1.2C5 Follow directions given at school	
		6 Take turns and share toys and other resources with classmates	1.2C6 Take turns with classmates	
			1.2C6 Share materials and resources with classmates	
		7 Practice sharing encouraging comments with others	1.2C7 Practice sharing encouraging comments with others	
		8 Practice saying "no" to protect yourself from unsafe situations	1.2C8 Practice saying "no" to protect yourself from unsafe situations	
	2D Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	4 Distinguish between constructive and destructive ways of resolving conflict	1.2D4 Distinguish between constructive and destructive ways of resolving conflict	
		6 Practice self-calming techniques for anger management as a way to de-escalate conflict situations	1.2D6 Practice self-calming techniques for anger management as a way to de-escalate conflict situations	

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Goal 3: Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts.				
Responsible Decision-making	3A Consider ethical, safety, and societal factors in making decisions	1 Identify and follow bus, classroom, and school safety rules	1.3A1 Identify bus, classroom, and school safety rules	
			1.3A1 Follow bus, classroom, and school safety rules	
		6 Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult)	1.3A6 Describe situations when you might feel unsafe and need help	
	3B Apply decision-making skills to deal responsibly with daily academic and social situations	1 Recognize that one has choices in how to respond to situations	1.3B1 Recognize that one has choices in how to respond to situations	
		4 Use "I statements" in expressing feelings	1.3B4 Practice "I statements" in expressing feelings	
		5 Implement stop, think, and act (plan) strategies in solving problems	1.3B5 Implement stop, think, and act (plan) strategies in solving problems	
		6 Practice group decision making with one's peers in class meetings	1.3B6 Practice group decision making with one's peers in class meetings	
	3C Contribute to the well-being of one's school and community	2 List ways that students can help their class run more smoothly	1.3C2 List ways that students can help their class run more smoothly	
		6 Participate in making and enforcing class rules	1.3C6 Participate in making class rules	
			1.3C6 Follow classroom rules	